DOCUMENT RESUME

ED 168 213 EA 011 504

TITLE	Survey of Public Interest and Other Innovative Programs.
INSTITUTION	National Association of Independent Schools, Boston, Mass. Commission on Educational Issues.
PUB DATE	77
NOTE	84p.; Best copy available
AVAILABLE FROM	National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($2.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Bilingual Students; Community Organizations; Community Service Programs; Disadvantaged Groups; *Educational Innovation; Elementary Secondary Education; Exceptional Child Education; Instructional Innovation; *Private Schools; Program Development; *School Community Programs; *Special Programs; Surveys

ABSTRACT

Material for this directory was gathered from two questionnaires distributed to independent elementary and secondary schools affiliated with the National Association of Independent Schools. More than 250 schools responded. Four areas of inquiry were covered. The first concerned new organizational structures instituted in schools. Special emphasis was placed on the ways schools have made an effort to build a capacity for research and development to test new educational ideas. The second area of inquiry concerned programs that serve new student constituencies such as the disadvantaged or non-English speaking. The third area was new curricula instituted such as parenting, ecology, or child development courses. Finally, the questionnaire concerned public interest programs. These were programs implemented in cooperation with some public agency or programs that filled a community need. The publication is both an overview of innovative programs at independent schools and a directory of specific ideas. An index of responding schools, including full addresses and cross-references to programs, is also included. (Author/JM)

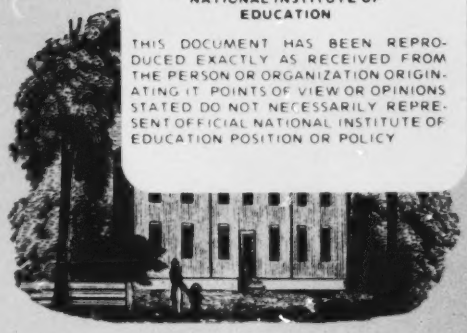
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

THE COMMISSION ON EDUCATIONAL ISSUES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

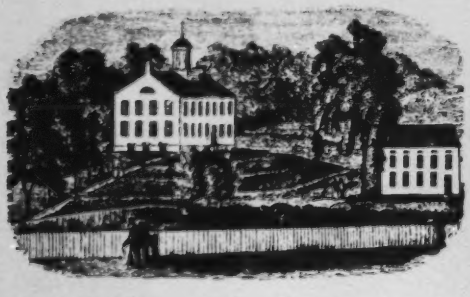
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



ED168213

Survey of

Public Interest & Other Innovative Programs



EA 011 504

In affiliation with the
National Association of Independent Schools

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

NAIS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SURVEY OF PUBLIC INTEREST AND OTHER INNOVATIVE PROGRAMS

A Publication Of

The Commission on Educational Issues
Room 301
55 Chapel Street
Newton, Massachusetts 02160

Copyright 1977, The Commission on Educational Issues. All rights reserved.

TABLE OF CONTENTS

I. New Organizational Structures
- A. Offices for Innovation 1
- B. A School-within-a-School 2
- C. Interim Terms and Mini-Course Sessions 3

II. Alternative Approaches to Learning
- A. Intensive Education 5
- B. Use of Locale and Area Resources 7
- C. Individually Paced Education 9
- D. A Four-Fold Curriculum 10
- E. Behavioral Development 10
- F. An International Baccalaureate 11

III. New Constituent Programs
- A. Minority/Urban Populations 12
- B. English as a Second Language 14
- C. Programs for the Learning Disabled 16
- D. Adult or Continuing Education 18
- E. Inter-School Collaborations 19
- F. Other "New Constituent" Programs 22

IV. New Curricula
- A. Development of Study Skills 23
- B. Outdoor Education 24
- C. Study/Travel Abroad 25
- D. Internships and Independent Study 26
- E. Innovative Courses 28

V. Workshops and Conferences
- A. Seminars on the State of the Art 35
- B. In-Service Training 36
- C. Curriculum Development 37
- D. Programs for Human Understanding 38

VI. Public Interest Programs
- A. Use of Facilities 39
- B. Community Involvement: Social Service 40
- C. Community Involvement: Cultural Affairs 43

VII. The Role of Financing
A. Federal Funds 48
B. The National Endowment for the Arts and Humanities; State Councils and Commissions for the Arts 49
C. State Agencies for Education 49
D. Grants from Major Private Foundations and/or Corporations 50
E. Resources from within the Local Community 50

VII. Index 52

A GUIDE TO THIS SURVEY

This survey of public interest and other innovative programs was compiled by the Commission on Educational Issues. The Commission, an affiliate of the National Association of Independent Schools, was established to define and advocate an enlarged public mission for the independent school and to relate the activities of these schools to the broader issues in education. This survey is part of that definition.

Material for this directory was gathered from two questionnaires distributed by the Commission and mailed to independent elementary and secondary schools affiliated with NAIS. More than 250 schools responded.

Our areas of inquiry covered the following topics:

1. NEW ORGANIZATIONAL STRUCTURES: We were interested in the ways in which schools have made a conscious effort to build a "research and development" capability to try and test new educational ideas and/or approaches. We know of alternative school-within-a-school arrangements, extended winter intersessions, and a variety of specially instituted programs which have this as a primary rationale.

2. NEW CONSTITUENT PROGRAMS: We were interested in programs which serve new student constituencies, such as the disadvantaged, adults, the non-English speaking, special needs children.

3. NEW CURRICULA: Here we had in mind the introduction into the curriculum of non-traditional areas of study such as parenting, ecology, child development, future studies, outdoor education.

4. PUBLIC INTEREST PROGRAMS: We were interested in programs which were implemented in official cooperation or collaboration with some public agency (the local public school system, some state or federal agency). We also wanted to know about programs which could be said to serve a community need (a community arts or theatre program, a library project, an adult education program).

From the responses, the form and direction of the survey emerged. As with any compilation of material, however, our real challenge came in the guise of developing those categories and associations which would be most useful for the reader (primarily an administrator or a faculty member of a participating school). In some instances, assignments to categories were quite arbitrary. For example, if a school described a program in which selected seniors received academic credit for tutoring elementary students at an inner-city school, would that description most logically fall under "new constituent programs" (minority/urban populations), "new curricula" (internships and independent study), or "public interest programs" (community involvement: social service)? We tried to be consistent, but occasionally a different emphasis as presented by the school dictated different placements for similar programs.

We would suggest, then, that the most useful way to proceed through this survey would be to consider it an overview of innovative programs at independent schools as much as a spot-check directory of specific ideas. Begin by browsing through the document. We have assumed that, if you wish more specific information about any one topic, you will be encouraged to contact the individual school reporting on the program of interest. To facilitate that process, we have included an index of responding schools, including full addresses and cross-references to the programs described within the survey.

It is our hope that this survey will be a catalyst for your own thinking about innovative programs. We are particularly grateful to the many individuals at the various schools who made the effort to respond thoughtfully and extensively to our questionnaires, and we would welcome your comments as to the result.

William D. Berkeley
Director

Eleanor Weber Dickman
Editor

February, 1977

I

NEW ORGANIZATIONAL STRUCTURES

A. Offices for Innovation 1
   1. Andover's Office of New Programs
   2. The National Network of Complementary Schools
   3. Cranbrook's Office of Special and Summer Programs
   4. Choate-Rosemary Hall's Office of Educational Development

B. A School-within-a-School 2
   1. Lawrence II
   2. Poughkeepsie Day School's Integrated Classroom

C. Interim Terms and Mini-Course Sessions 3

NEW ORGANIZATIONAL STRUCTURES

Requests for information about ways in which NAIS member schools have tried and tested new educational ideas and approaches have brought a diversity of responses. This category implies the most exciting innovations, but it is also the most difficult to classify exactly. However, some trends did emerge from questionnaire responses.

A. Offices for Innovation

1. Andover's Office of New Programs

Phillips Academy has formalized its efforts to develop new educational philosophies and techniques for their implementation by creating an Office of New Programs.

This office is charged with the responsibility for new program development, fund-raising to facilitate the operation of pilot programs, and evaluation of these new directions.

One of the Academy's most significant accomplishments to date has been the development of the Complementary Schools Project begun at Andover in 1972. Its first pilot program was the Andover Short Term Institutes. This effort led ultimately to the formation of the National Network of Complementary Schools. This dynamic innovation is described in detail below.

2. The National Network of Complementary Schools

The National Network of Complementary Schools is a diverse group of independent boarding and day schools and public high schools across the United States. These institutions have joined together to provide a variety of educational experiences beyond the resources of a single institution.

The student has his "home base" school, which grants his diploma, but he is also able to utilize the advantages of other institutions as complements to his school. The key is to exploit a special strength or resource of a particular school, often based on geographical or historical factors.

Students become residential exchange students at other schools for a term, during which they study one subject or area intensively, or participate in a local internship unavailable through their home school.

The Network, originally conceived and planned by Phillips Academy and the Beverly Hills High School (CA), has been funded by the Edward John Noble Foundation and the Ford Foundation, and currently comprises about 15 schools. It is also sponsored by the Commission on Educational Issures of the NAIS and the National Association of Secondary School Principals. During its two years of operation, the Network has demonstrated its validity and success, and plans to expand its services.

3. Cranbrook's Office of Special and Summer Programs

The Cranbrook Schools (Cranbrook, Kingswood, and Brookside), in conjunction with three other schools,

is providing a variety of academic and community services through its Office of Special and Summer Programs. Originally created to coordinate a summer residential compensatory program for disadvantaged students (Horizons/Upward Bound), the Office, with a full-time director, now supervises such programs as Cranbrook PM (an adult continuing education program), student exchange, summer day camps, special topic seminars (eg., world affairs), and a branch of Michigan State University's continuing education center on campus. Added to the academic options available to Cranbrook students is a growing commitment to community service through this office.

4. Choate-Rosemary Hall's Office of Educational Development

In 1973, *Choate-Rosemary Hall* established an Office for Educational Development for the purpose of assisting faculty and students in the evolution, implementation and evaluation of new programs. Included are activities and projects both within and outside the classroom. The Office has a full-time director.

B. A School-within-a-School

1. Lawrence II

Lawrence Academy has created a comprehensive approach to curriculum design known as "Lawrence II." This track parallels the traditional curriculum at Lawrence, but places the initiative for developing a program of study primarily in the hands of the individual student. The student is encouraged to utilize the resources of the area as well as the school. No grades are given; personal evaluations are filed by Lawrence II faculty, who also grant diplomas for successful completion of the program. These diplomas have gained acceptance by institutions of higher education.

Programs range in length from four to ten weeks. Courses of study can focus on one specific or broad area of investigation (eg., sociology, literature), include off-campus internships, result in a personal document (a film, one-man exhibition, journal of original poetry), involve other institutions (neighboring private schools to local hospitals and businesses), or simply encompass a broad range of academic and non-traditional experiences tailored to the student's own interests and needs.

2. An Integrated Classroom

Poughkeepsie Day School introduced an experimental classroom program in the spring of 1975 which was incorporated into the regular program for the following school year.

Called the "High School Integrated Classroom," the program functioned as a school-within-a-school for a class of selected 9-12th graders, who studied nearly all their courses in the same general classroom area. The emphasis was on group interaction, breaking down the fragmentation that occurs when specialized subjects are taught in different areas to different grade levels at different times. Individualized work facilitated student progress, and specialist teach-

ers came into the classroom area to conduct their courses. A head teacher was in charge of all classroom operations and spent the entire day with the students in the classroom area.

C. *Interim Terms and Mini-Course Sessions*

A popular option for introducing new programs is the non-traditional curricula offered during intersessions, mid-terms, or special weeks. Usually scheduled for late winter or early spring, such mini-programs range from non-academic personal enrichment courses given on campus to field trips and off-campus projects involving either independent study activities or group efforts.

In some cases, the programs appear to be primarily energy boosters for the student body during second semester slumps. In others, however, the programs are considered outgrowths of carefully determined educational philosophies. Often, it is during these intersessions that new concepts in scheduling are tested. Pilot project activities have most flexibility within this context. New courses can be introduced with an eye toward possible additions to the regular curriculum. Best of all, the students feel encouraged to experiment with diverse options in situations where the risk of failure is minimized.

Many schools offer such short terms and special sessions. To highlight a few:

The Orme School solicits $5,000 from annual giving to sponsor a Fine Arts Festival during a week in February. Visiting professional artists conduct workshops, develop an on-site collection for analysis by the students, and supervise an exhibition of student work.

Birch Wathen's "Unit Plan" allocates three weeks in January during which a student studies a single subject. His work is supervised by close involvement with a single teacher, and is supplemented with field-trips and special projects.

The Louise S. McGehee Middle School constructs its January mini-courses around a specific theme. Last year's theme was the Bicentennial, and the program involved parents and outside professionals as well as faculty.

The Katharine Delmar Burke School uses its intersessions specifically to test new courses for inclusion into the regular curriculum.

Courses offered during these "Winterims," "Discovery Weeks," and "ICE Days" (Independent Creative Experiences) range far afield: sewing and sociology, interior design and introductory law, arts and crafts and SAT review courses, weaving and physical therapy.

Some courses involve off-campus internships, specific projects (an archaeological dig), local institutions (town recreation departments), or unusual approaches to traditional areas of study.

Although most interim sessions occur during semester breaks and are formally scheduled within the academic calendar, some schools

offer mini-courses informally throughout the school year. These are often extracurricular in nature and are presented for personal enrichment rather than for academic credit.

Schools reporting on interim programs include:

Columbus School for Girls
Cranbrook (Kingswood School)
Episcopal Day School
Emma Willard School
Fay School
Foxcroft School
Greenhill School
Hebron Academy
Indian Mountain School
Lawrence Academy
Midtown Ethical Culture School
Phoenix Country Day School
Putney School
Randolph School
Royomore School
St. Andrew's School
St. Thomas Academy
Storm King School
Wayland Academy
Waynflete School
Westledge School
Williston-Northampton School

II

ALTERNATIVE APPROACHES TO LEARNING

A. Intensive Education 5
   1. Fully Intensive Programs
   2. Partially Intensive Programs
   3. Intermittently Intensive Programs

B. Use of Locale and Area Resources 7
   1. Architecture
   2. Archaeology
   3. Paleontology
   4. Land-Use
   5. Marine Biology
   6. Caravan
   7. Indian Archaeology
   8. Aerospace
   9. The Urban Laboratory
   10. Environment
   11. Monastic Life

C. Individually Paced Education 9

D. A Four-Fold Curriculum 10

E. Behavioral Development 10

F. An International Baccalaureate 11

II

ALTERNATIVE APPROACHES TO LEARNING

A. Intensive Education 5
   1. Fully Intensive Programs
   2. Partially Intensive Programs
   3. Intermittently Intensive Programs

B. Use of Locale and Area Resources 7
   1. Architecture
   2. Archaeology
   3. Paleontology
   4. Land-Use
   5. Marine Biology
   6. Caravan
   7. Indian Archaeology
   8. Aerospace
   9. The Urban Laboratory
   10. Environment
   11. Monastic Life

C. Individually Paced Education 9

D. A Four-Fold Curriculum 10

E. Behavioral Development 10

F. An International Baccalaureate 11

ALTERNATIVE APPROACHES TO LEARNING

Within the context of an otherwise conventional school structure, many schools have developed creative approaches to learning which provide exciting alternatives to ordinary curricula and classroom operation. The best of these programs have arisen after thoughtful consideration of the assets of each school. In some cases, it may be the ability to provide flexible scheduling, or the effective use of a unique locale.

This section will describe some of the more comprehensive programs currently in operation.

A. Intensive Education

The premise upon which intensive education is based states that a concentrated block of time devoted to a single area of study improves a student's ability to acquire, retain, and internalize knowledge.

Schools which have adopted programs in intensive education vary their formats. Three trends can be seen: fully intensive, partially intensive, and intermittently intensive. These are distinguished by the number of courses taken in a given block of time, the duration and scheduling of such periods, and the degree to which conventional "concurrent" teaching is suspended.

1. Fully Intensive Programs

a. Andover Short Term Institutes

Phillips Academy offers six- to ten-week courses throughout the calendar year. The class lasts for three to four hours a day and has extensive field experience appropriate to the subject. Andover Short Term Institutes are available on an exchange basis for students from other schools who cannot obtain the same curriculum at their home institution.

b. One-Subject Plan with May Review

Fork Union Military Academy has operated its One-Subject Plan since 1950. Each subject is taught in an eight-week block of time, and the equivalent of five periods daily is spent in the study of the subject. After completing four such eight-week units, students review their performance. If they have received honor roll grades, they may take a fifth subject during the May module (one month); otherwise, this time is used to review the subject in which the student earned the lowest grade.

c. Contract Learning in Small Groups

The Groton School-Lowell Upward Bound program offers week-long courses which meet six hours per day. Classes may be scheduled at any time during the day, and field projects may supplement or replace class time. Students negotiate a contract of academic, personal, and institutional goals. The same group of ten students remains together for the entire six-week period, moving through a different learning unit each week (there are six groups of ten, each staffed with two group

leaders). This program is conducted during the summer for Upward Bound students.

d. Thematic "Central Studies"

Poughkeepsie Day School organizes its program around the concept of open inquiry into a broad disciplinary topic. Students work both in small groups and in independent study. The groups break down single age or ability level stereotypes. A two-week field trip supplements the program.

e. A Year at One Time

St. Xavier Academy divides the school year into five time blocks of 36 days. Students work all day on one subject for the time block, until they have completed a year's work. Work is individualized, and as soon as a student has completed her course work, she may move on to the next subject.

f. Other examples

Schools offering similar programs or concepts in fully intensive education include:

Gill/St. Bernard's School
Francis W. Parker School
St. Scholastica Academy
Waldorf School of Adelphi University

2. Partially Intensive Programs

a. Majors and Minors

The Athenian School divides its school year into six six-week academic terms. Each day comprises three 1¼-hour periods. A student takes a major subject for two periods in the morning and a minor subject during the afternoon period. Experience outside the classroom and off campus is encouraged.

Schools following a similar pattern include:

Cambridge School of Weston
Colorado Springs School
Urban School of California

b. Variable Time Periods

Functioning rather as a school-within-a-school, the NOVA Program at *Tyngall School* can be as intensive or as conventional as each student chooses to make it. Courses can run in a standard 40-minute block of time, or in blocks of 80 or 120 minutes. In addition, full-time intensive study can occur during each of nine 22-day NOVAS and two eight-day mini-NOVAS. Off-campus experiences can be scheduled during the NOVA periods.

Determining intensive study by the length of time blocks is a technique used by the following schools:

Canterbury School of Florida
St. Croix Country Day School
(its program is called "Gusto")

3. Intermittently Intensive Programs

The programs noted here are generally scheduled for a specific time during the calendar year, and as

such resemble interim or mini-term programs as described in an earlier section. The former are distinguished, however, by the fact that the conventional school schedule is suspended for an intensive period of concentrated study on a single subject. Schools following this format include:

Kinkaid School
Miami Valley School of Ohio
Purnell School
St. Anne's-Belfield

B. *Use of Locale and Area Resources*

Often the geography and location of a school provide unique resources for curriculum innovation and new approaches to learning.

The examples which follow indicate the diversity that is possible.

1. *A Study of Local Architecture*

Santa Catalina School is conducting a study of the architecture of the Monterey Peninsula through a program subsidized by funds from local city councils and foundations.

Students have cataloged architectural examples of the Peninsula and have traced the development of building styles in the area. Their findings have been collected in a photographic exhibition displayed at the Monterey Peninsula Museum of Art. The students also published a book for the National Historic Resources Inventory, sales of which covered the cost of publication.

Santa Catalina students and faculty collaborated with students from the Monterey Peninsula College and with representatives of the County Historical Society, the American Institute of Architects, and local city officials, planners, and archivists. For their efforts, Santa Catalina students received the 1976 National Trust Youth Award.

The program is slated to be expanded in the coming year to include a complete archive of articles and photos relating to Peninsula architecture, as well as a second edition of the book. The school has also organized a chapter of the Institute of Architectural Historians on campus.

2. *An Archaeological Excavation*

St. Andrew's School is excavating a colonial site on campus which includes a smoke house and the remains of a substantial brick house. The School's history department is working under the auspices of the state archaeologist and with the aid of local groups such as the community church.

3. *A Paleontological Museum*

The Webb School of California has an on-site paleontological museum which houses pre-Cambrian fossil collections gathered during the past 40 years by master teacher Dr. Raymond M. Alf and his students. The $250,000 museum, open to the public, hosts about 5,000 visitors a year.

The artifacts contained in the museum have been collected on paleontological digs through California deserts and Midwestern badlands.

4. *A Land-Use Project*

Lawrence Academy created a team-taught interdisciplinary course (history, sociology and media) designed to evaluate the cultural and historical implications of land use in New England. Students researched the history of a local geographical site that recently changed from farm land to an industrial-commercial area. The results of their investigation were produced in a 30-minute documentary film on the subject.

5. *Marine Biology and Area Water Quality*

Severn School students of ecology and marine biology have been supplying field data regarding water quality to concerned local groups. Among the areas researched were the Chesapeake Bay and the Magothey and Severn Rivers.

Working with the Costal Zone Management Program and local citizens groups, Severn students used a pontoon boat, oxygen, temperature and salinity meters, water sampling devices, and a mobile laboratory to conduct their water quality research.

Last year, their findings were given to the Westinghouse Corporation as part of a study of water quality commissioned by Arundel County. An auxiliary benefit of this program was the opportunity to do actual scientific research in collaboration with federal and state conservation agencies.

6. *Caravan: The American Southwest*

The Orme School capitalizes on its Arizona location through an extensive field trip program throughout the American Southwest and Mexico. The purpose of these field trips is to familiarize Orme students with the geology, culture, language, lifestyle, heritage and natural history of the area. Among the ten-day projects in which the entire student body participated last spring are:

- Caravans to the Northern Arizona Museum, the Grand Canyon, Monument Valley, and the Excalante River Country of Southern Utah;
- A white water raft trip down the Colorado River;
- An exploration of mines of Southern Arizona to collect minerals and semi-precious stones;
- Mexico cultural survey train trips to visit art, historical, and anthropological museums, craft centers and archaeological zones;
- Mexican and Navajo homestays, living with families in an experiment in intercultural living.

A similar program is conducted by *Verde Valley School*, also in Arizona. The second semester is divided into a seven-week preparation period, a three-week field trip, and a seven-week wrap-up. Visits to Indian homes in this program include living in boarding schools run by the Bureau of Indian Affairs, or living on Navajo, Zuni, Hopi, or Apache reservations.

7. *More Indian Archaeology*

The Gunnery offers a two-year core curriculum in archaeology with an emphasis on prehistoric American Indian culture. Students participa-

ting in the program work in actual digs at some of the 150 Indian village sites located in the area and utilize the American Indian Institute research facilities located near the Gunnery campus.

8. In-Flight Aerospace Education

The Marine Military Academy augments its course in aviation history and space technology with actual flight training culminating in a private pilot's certificate.

9. The Urban Laboratory

Waynflete School conducts a yearlong seminar in how a city works, using Portland as the model. Group projects investigating city departments such as transportation and housing were supplemented by guest lecturers (city manager, urban renewal director) and field trips to municipal institutions and local industries.

The Buckley School uses New York City as the laboratory for a course in urban history which seeks to determine between satisfactory and unsatisfactory solutions to urban problems. Texts are augmented by newspapers, class visits to public and private institutions, and on-site interviews with various agency officials. This sociological approach to city planning is implemented through research papers and personal journals by students.

Marian Heights Academy grants credit for student visits to arts programs in nearby Chicago and Indiana University. Class time enables students to prepare for field trips to theatre, opera and art exhibits and teaches them to review their experiences with a critical eye.

10. A Neighborhood Environmental Guide

White Mountain School conducted a summer academic session in conjunction with the School's Steele Environmental Resource Center during which students prepared a guide book to Mount Washington and a slide-tape of edible flora and fauna of Northern New England.

11. A Different Lifestyle

Portsmouth Abbey School offers an unusual experiment in living: students and laymen may elect to live at the Benedictine Monastery and participate in the life of the monks.

C. Individually-Paced Education

Teaching each student according to his own needs and level of ability can be called learner-centered, proficiency-based, or individually guided. Some of the more creative programs developed along these lines include:

Beaver Country Day School's humanities core curriculum is tailored to the demands of individualized and small group discussion. Progress is measured through personalized evaluation rather than letter grades.

Waynflete School has developed a

three-fold approach ranging from remediation to enrichment. The program is entitled S-E-E (Support, Explore, Expand). Academic labs and individual tutoring reinforce a student's regular program in the Support area. Special subject seminars and internships are offered under the heading of Explore, while Expand allows a student to devote himself to an independent study project. All S-E-E activities are integrated into the regular school schedule.

Another approach to individually guided education is that of creating multi-age or multi-grade groups.

The Seven Hills-Doherty School uses this approach for grades K-5, combining open space and traditional classrooms, team teaching, grouping students by achievement and interest, and units of study based on behavioral objectives.

Similarly, *The Good Hope School* breaks across grade lines by offering special subjects in blocks of time during the school year. In the primary grades, students are grouped by ability; the goal is to reinforce learning in a setting which minimizes failure. In the middle grades, course work is amplified by extracurricular activities again designed to reduce cliques by creating new interest groups.

D. A Four-Fold Curriculum

St. Anne's School has designed a total curriculum approach which combines several well-tested educational philosophies in a comprehensive way.

Based upon the ideas of British author Charity James, the program's four aspects are: interdisciplinary study (team teaching a broad topic), autonomous courses (traditional presentations of specialized content areas), skills development (from basic academic tools to non-academic arts and crafts), and "orbital study" (independent projects).

The school calendar also features "Expo" celebrations, during which students prepare exhibitions of their work, and "discovery weeks" (mini-terms).

E. Behavioral Development

It is universally acknowledged that the acquisition of factual knowledge is no longer sufficient as a primary goal of education. Schools now promote the importance of behavioral growth and the development of positive human values as being equal to intellectual achievement.

Many schools responded to the questionnaire by describing a variety of humanistic education programs. Some of the aspects they describe are peer counseling and feedback, role playing, cluster groups (including dormitory arrangements), exercises in decision making and setting value priorities, group and individual training sessions in social and moral responsibility, and even constructive informal socializing.

At residential schools, living

situations can be tailored to carry humanistic education beyond the classroom. Faculty members and spouses, residential counselors, and students can experiment with different living arrangements, campus work situations, evening group discussion sessions, encounter activities -- all devoted to enhancing behavioral growth.

Among those schools reporting on learning and living experiences aimed at incorporating these goals are:

Charles River School
Dana Hall School
Kingswood-Oxford School
Oakwood School
St. Paul's School

F. An Off-Beat Baccalaureate

The International School of Manila offers an international baccalaureate to students studying abroad who may thus be unable to fulfill the requirements of their national system for graduation. This degree, which covers the last two years of high school, has been recognized as an entrance qualification to most universities in the world.

III

NEW CONSTITUENT PROGRAMS

A. Minority/Urban Populations 12
1. Affiliations with National, Regional or Local Organizations
2. School-Sponsored Summer Programs
3. Saturday Tutoring Programs
4. Programs in Special Subject Areas
5. Inter-racial and Inter-cultural Awareness

B. English as a Second Language 14

C. Programs for the Learning Disabled 16
1. An Option within the School
2. Programs for the Community
3. Trinity Pauling's Language Retraining Program

D. Adult or Continuing Education 18

E. Inter-School Collaborations 19
1. College Resources
2. Sharing Courses
3. Sharing Resources
4. Regional "Cultural" Exchanges
5. Programs with Foreign Countries
6. Competitions
7. A Private School Model for Public School Use

F. Other "New Constituent" Programs 22

NEW CONSTITUENT PROGRAMS

The stereotyped image of the traditional "prep school" clientele is fast fading as independent schools discover the benefits of diversity and a broader sense of community responsibility. This section will highlight some programs which serve to bring "new" constituents to the campuses of independent schools.

A. Minority/Urban Populations

1. Affiliations with National, Regional, or Local Organizations

Independent schools can become involved with the education of economically disadvantaged and/or minority youth in several ways. From relatively informal Saturday tutoring programs to full-scale recruitment of substantial numbers of scholarship students for the regular academic year, such programs can either parallel the school's academic operation or can become fully integrated with it.

Since the 1960s, identification of economically disadvantaged minority candidates has been facilitated by several well-known national organizations. Notable among these are *A Better Chance*, which recruits and places students in more than 120 secondary schools across the country, and *Upward Bound*, a federally-funded program which provides academic enrichment for inner-city youth on Saturdays during the school year and on a daily basis during the summer. One school which has been involved with both programs for several years is *Northfield-Mount Hermon*. The national headquarters of *A Better Chance* is located in Boston; *Upward Bound* is subsidized by the U.S. Office of Education in Washington, D.C.

Other organizations offer a more local or regional focus. One offshoot from the Upward Bound program is known as *Horizons*. In the case of *The Cranbrook Schools*, the Horizons program is coordinated with Upward Bound activities. *New Canaan Country School*, on the other hand, defines its Horizons program as serving disadvantaged children specifically from towns near New Canaan.

SPHERE, which follows the same pattern as Upward Bound -- that is, an intensive summer program with weekly winter sessions -- is a program funded primarily by the State of Connecticut with Federal assistance. As with the other programs, both skills development and academic enrichment are stressed in the SPHERE program. SPHERE, with headquarters in Hartford, CT, comprises 13 independent schools in the state. Included are: *Kingswood-Oxford, Loomis-Chaffee, and Ramsey Hall School*.

Five schools in the greater Boston area developed a program which has been in operation for the past ten years. Until recently, federal funding helped support *EEP -- The Educational Enrichment Program*. Inner-city youth from the middle grades receive both basic skills training and exposure to arts and athletic

activities. The teachers are recruited from both public and private schools. Members of EEP are: *Belmont Hill School* (where the executive director of the program is located), *Milton Academy, Park School, Shady Hill School, and Winsor School.*

A similar program operates in the St. Louis, MO, area: *Assist.* Able students from low-income backgrounds participate in an educational, cultural, and physical enrichment program during the summer, and are supervised by both private and public school teachers. Five schools participate in this program: *John Burroughs School, Academy of Visitation, Mary Institute, St. Louis Country Day, and St. Louis Priory.* Supplemental funding for Assist comes from the Department of Agriculture and the Office of Manpower. The John Burroughs School also conducts a summer recreation program for youngsters from city institutions for the emotionally, physically, or socially handicapped. JBS provides both the counselors for the program and the funding.

2. *School-Sponsored Summer Programs*

Not all programs for minority or inner-city youth are conducted through affiliations with other agencies. Many schools develop programs in special subject areas for local students; others have as their program goal to improve academic motivation and performance among inner city youth to help them prepare for higher education.

Funding for such programs often can come from local foundations or community businesses and civic agencies as well as from the sponsoring school itself.

Schools reporting on such summer programs include:

Canterbury School
Friends School of Baltimore
Greenwich Academy
Kinkaid School
St. Agnes Academy
Scranton Preparatory School
Webb School of California
William Penn Charter School
Wilmington Friends School

3. *Saturday Tutoring Programs*

Many of these programs spend Saturday morning in academic work (basic subjects such as English, math, science, language arts), and devote the afternoon to athletics and recreation. In some programs, evaluation testing and small group instruction supplement the more familiar one-to-one tutoring component. In many of these Saturday programs, the "staff" is recruited from student volunteers from the upper grades of the sponsoring schools. Participants in such on-campus programs include:

Choate-Rosemary Hall Schools
Fieldston School
Dilman School
Horace Mann School
Kingswood-Oxford School
Williston-Northampton School

4. *Programs in Special Subject Areas*

St. Andrew's School conducts a bi-

monthly Spanish party at the School for Puerto Rican children and their parents from the community. St. Andrew's students studying Spanish use the language in organizing the games, music, and conversational activities for the party. The city youth learn to become more comfortable with their bilingualism.

The Roxbury Community School has established a student advocacy program with the help of an ESAA grant to help inner-city students cope with the desegregation problems in Boston public schools. Potential drop-outs from English High School attend workshops bimonthly at RCS to deal with such issues as student rights, problem solving techniques and communications skills. In addition, RCS students and staff meet with the parents of these students.

Phillips Academy offers minority and economically disadvantaged students an intensive course in math and science, taught by members of the Academy on the Andover campus. The course augments the students' own high school math and science programs and provides the students with competitive skills for successful college performance in these areas.

The Bush School developed a summer conservation seminar to study the whale. Social involvement activities as well as research techniques were taught to minority youth from nearby Seattle.

Parkiomen School offers a "Project Adventure" for urban students to discover and preserve the natural environment.

5. Inter-racial and Inter-cultural Awareness

The Shady Hill School created a Race Awareness Committee to enable minority parents to help faculty educate themselves about teaching minority children. Other activities such as sensitivity workshops and a host family program have grown out of this committee. Shady Hill School also hosts a teacher training course for minority candidates. A foundation grant to the School subsidizes minority graduate students for tuition, housing, and exchange privileges at Tufts University or Lesley College, whose master's degree programs in education are integrated with the School.

The Roxbury Community School has created the position of a "bilingual parent stimulator" to aid in integrating Spanish-speaking families into the school's community-based parent-controlled educational program.

Greenhill School has gathered a minority advisory committee from local citizens' groups to help the school identify and recruit qualified minority students to the School.

B. English as a Second Language

Most programs in English as a Second Language (ESL) are conducted throughout the school year for students from foreign countries whose

command of English is not sufficient to enable them to handle the regular curriculum without additional language training.

The need for ESL programs has increased in direct proportion to the recruitment by independent schools of growing numbers of students from the Mid- and Far-East and Latin and South America. Although foreign student enrollment is not new, the current students represent both greater diversity of background and generally less facile command of English than do traditional foreign clienteles.

ESL programs follow this general pattern: classes are small; instruction is individualized; as many as three levels of proficiency may be taught and students are required to participate in the program for at least one semester to achieve minimum proficiency. An intensive exposure to English is communicated through reading, vocabulary, comprehension, and oral and written expression. Often, audio-visual aids are used.

Occasionally, the ESL programs offer courses in American culture and history. Students may either audit regular courses or follow a modified curriculum until they are able to be fully integrated into the regular academic program.

In most cases, staffing for the ESL programs require the addition of specially trained faculty.

Schools offering ESL programs as described above include:

American School of Paris
Athenian School
Bishop Whipple Schools
Cranbrook (Kingswood School)
Deerfield Academy
Emma Willard School
Fay School
Fessenden School
Foxcroft School
Gould Academy
Hill School
Judson School
Kent School
Linden Hall School
MacDuffie School
Marine Military Academy
Newman Preparatory School
New York Military Academy
Oregon Episcopal School
Pine Crest Preparatory School
Professional Children's School
Ramsey Hall School
St. John's Military Academy
San Domenico School
Wayland Academy
Worcester Academy

Other schools conduct courses in ESL during the summer. These programs are intensive in nature and may or may not be continued in a modified form during the subsequent winter term. Schools reporting on summer ESL courses include:

Commonwealth School
Georgetown Preparatory School
Portsmouth Abbey School

Northfield-Mount Hermon School sponsors the American Language Academy which provides intensive English instruction for international students either during the summer or during the academic year. The summer program runs six days a week, five hours a day for six weeks of academic work and three weeks of

home stay with an American family. During the academic year, ESL is taught intensively during three ten-week terms: five days a week, six hours a day.

As a student's proficiency in English increases, interested and qualified students may be scheduled for concurrent part-time study in the regular NMH curriculum.

The Nightingale-Bamford School runs a summer school in "English Now" for foreign-born adults so that they may qualify for employment in jobs similar to the ones they held in their native countries. Volunteer teachers come from Nightingale's student, faculty, and parent body.

Dana Hall School offers an ESL orientation program during a ten-day period prior to the opening of school for its foreign students. In addition to diagnostic testing and the standard ESL curriculum, foreign students also participate in dorm and college counseling sessions, take field trips to museums and cultural events in the Boston area, and spend a weekend with a Dana family.

Ravenscroft School specializes in a special program for a group of French students whose parents have been assigned in the United States temporarily. The students are taught in French for half the day, using the CNTE program. The other half-day, the students attend Ravenscroft's regular programs. Conversational French is taught to the faculty in the regular school who have French students in their classes. The French students follow a course of study required by the National Ministry of Education in Paris. Conducted during spring semester 1977, the Ravenscroft-CNTE program functions as a school-within-a-school.

C. Programs for the Learning Disabled

1. An Option within the School

The treatment of learning disabilities is coming more and more within the mainstream of general classroom education. Insofar as possible, students with dyslexia and other perceptual difficulties are encouraged to follow the regular curriculum while also participating in a program of individualized testing and tutoring.

In most cases, reading specialists and faculty with graduate training in learning disabilities work with LD students in small groups (as few as two) or in individualized tutorial sessions. Standard tests are administered, from which personalized courses of study are developed.

Generally, special instruction is paid through additional fees or tuition differentials, although in some schools, the LD budget is absorbed into the general operating expenses of the school.

Among the schools which offer LD programs are:

Brookstone School
Brearley School
Darrow School

Dwen School
Lake Forest Country Day School
Nawnee Valley Country Day School
Meadowbrook School
Pine Crest School
St. Anne's School
Upland Country Day School
Windward School

Greenhill School treats students who suffer from motor incoordination which affects their perceptual abilities. Small groups of children undergo brief daily exercises in motor development and ocular control. Parent volunteers are used to direct these sessions.

Good Hope School does not have its own LD staff. Diagnostic testing, teacher conferences, and program development are coordinated by a consultant from Puerto Rico. Teachers from Good Hope travel from St. Croix to the Educational Therapy Clinic in San Juan for additional assistance.

Bancroft School emphasizes language arts in its LD program, of which one component is a typing program designed to support language arts skills development. Bancroft also sponsors a year-long practicum and workshops on specified language disability based on the work of Dr. S. T. Orton and Anna Gillingham. The practicum qualifies for six credits at either the graduate or undergraduate level for students at nearby Assumption College.

2. Programs for the Community

The following schools have designed their programs to encompass the needs of learning disabled students outside their own school population.

Durham Academy runs a learning development center available not only to Academy students but to students of the Research Triangle area schools as well. Durham has developed evaluation techniques, tutoring programs, selected materials and techniques, and parent consultations for the program, which is staffed by Academy faculty and supervised by the headmaster.

The Friends School of Baltimore offers a remedial education after-school program (REAP) for LD youth in grades 6-9. Tutorial sessions are limited to five students per group. Group and parent counseling meetings are available.

Proctor Academy's Rural Prescriptive Clinic is a mobile clinic team effort providing LD services for small rural schools otherwise unable to provide remediation on a cost effective basis. Subsidized by the Andover School District, the Clinic was designed and developed at Proctor. The clinic team works with community volunteers and classroom teachers. Eventually, it is hoped that the Proctor model could be adapted economically to any school district.

St. Croix Country Day School houses a cooperative educational diagnostic and resource center for students with learning disabilities and/or emotional adjustment problems. The program is available to all non-public school children on

the island. The Center is also the repository for a library of materials on learning disabilities for both reference and classroom use. The project is supported in part by a grant from Title IV A.

3. *Trinity-Pawling's Language Retraining Program*

A particularly comprehensive and impressive program for LD students is available at *Trinity-Pawling School*.

The goals of the Trinity-Pawling program go beyond the development of basic language arts skills in an attempt to provide the LD student with tools not only to communicate more effectively, but also to be able to absorb the quantity and type of abstract thinking involved in secondary school education. Therefore, in addition to accuracte decoding and encoding of the language, the Language Retraining Program develops three levels of abstraction: relationships and associations; the use of logic and the formation of generalizations; and the formation and use of concepts.

The program runs for two years, and comprises four aspects: student evaluation, first year tutorial, language arts, and second year tutorial (emphasizing review and transition to mainstream curriculum).

An extensive battery of tests, combined with a personal profile of each student is used as the basis of an individualized program of study which pays special attention to those auditory, visual, and kinesthetic difficulties which most plague the student.

The language arts curriculum begins with an assumption of little or no prior understanding of grammar, and moves from definitions of parts of speech to paragraph and essay writing, analytical reading and verbal expression.

According to the program's director, this curriculum "attempts to remediate the student's entire disability, not just the literal concrete aspects of it." Trinity-Pawling is preparing a language arts curriculum and tutorial curriculum guide for publication within the next two years based on its language retraining program.

D. Adult or Continuing Education

The typical adult/continuing education program provides personal enrichment courses in a variety of academic and non-academic areas, most often taught by the school's regular faculty, and conducted in the evening during the academic year. (Exceptions to this format are noted in the listing below.)

Schools offering adult/continuing education programs include:

American School of Paris
Bancroft School
Bush School (open to all ages in the family)
Bryn Mawr School
Cambridge School of Weston (mixed-age classrooms, including CSW students, encouraged)
Caribbean School (conducted during the day, with adults integrated into the regular class schedule)

Columbus School for Girls (summer)
Crystal Springs School
Cushing Academy (high school equivalency and college preparatory training for enlisted men at Hanscom and Ft. Devens AFB)
Georgetown Preparatory School
Glen Oak School
Harley School (in affiliation with the University of Rochester)
Landon School
Lee-Heywood Thomas School
Neuman Preparatory School (day or evening; high school equivalency and basic skills as well as academic enrichment)
Noble and Greenough School
Park School
Pine Crest School
Polytechnic Preparatory Country Day School
Punahou School
Rocky Hill School
Roland Park Country School
Rumsey Hall School
Worcester Academy (practical life courses, eg., cardio-pulmonary rescucitation, taught by professionals from the community)

E. Inter-School Collaborations

A new freedom is being seen widely on independent school campuses as more and more students are able to look beyond the confines of their own institution for courses and programs not available at home.

Links are being established between secondary schools and colleges, schools separated by geography but united by philosophy (or vice versa), student exchange programs and participation in various school activities and special interscholastic projects and events.

1. College Resources

Affiliations with nearby colleges generally take two forms: 1) college courses being taught on the campus of the secondary school; 2) students given permission to take undergraduate courses at the college itself. In addition, special programs may be run by collaboration between members of the two faculties. Such programs are available at the following schools:

Brunswick School - Manhattanville College
Lovett School - Emory University
Roland Park School - The University of Maryland
Roycemore School - Northwestern University
Salem Academy - Salem College
Watkinson School - University of Hartford (Schools of Music, Art, and Ballet)
Waynflete School - Portland School of Art

Oregon Episcopal School has initiated a cooperative program with Lewis and Clark College whereby a junior at OES can enroll in a five-year B.A. program or a six-year M.A. program with courses taken at both institutions.

Principia School houses a School of Nations Museum which provides display space for collections from Principia College in neighboring Illinois. The museum also serves as the focus for a museum course at

Principia Upper School which grants credit in English and in social studies. Students are responsible for creating and cataloging exhibits.

2. *Sharing Courses*

The Barstow School offers morning courses in mathematics, history and science to sophomores and juniors from the Hebrew Academy. Barstow is in Missouri; the Academy is in Kansas.

Brearley School is one of eight New York City day schools which join on Monday afternoons for a range of courses, apprenticeships, and other activities held at participating schools or at special locations. Also affiliated with this group is *The Chapin School*.

Colorado Rocky Mountain School, in collaboration with the local public schools, conducts a course in conservation and food production. Funded in part by Title IV and the local school system, the program is project-oriented, involving both class work and field work. Students have completed such tasks as the construction of a solar greenhouse, experimental cultivation of high protein grains, and breeding fish.

Lawrence Academy organized a community media project in conjunction with a neighboring independent school and a local high school. The content of the course included documentary films on subjects related to the town of Groton, and films were made in the course for distribution to the local historical commission and the Board of Selectmen.

Phillips Academy and *Phillips Exeter Academy* offer advanced level courses to students from the local high schools on a space-available basis for courses not available at the local high school. Exeter does not charge for this opportunity; and although Phillips does request tuition, scholarship arrangements are usually made to cover the cost.

3. *Sharing Resources*

The Cleveland Council of Independent Schools (Hathaway Brown, Laurel and University Schools) have joined with two other independent schools, five public schools, and one community college to support the CCIS Computer Network. The Network comprises a 16-channel minicomputer and offers instructional services to students in grades 3-12 in the affiliated schools.

CCIS, a non-profit Ohio corporation organized and supported by its three constituent members, provides management and other services not only to the member schools but also to all Ohio independent schools.

Park School is one of 15 Boston area independent schools which have joined in a cooperative effort to purchase, edit, and circulate films related to their respective curricula. This film library is housed at the *Rivers Country Day School*, but decisions relating to funding and development of the library are made by representatives of all participating schools.

Phillips Exeter Academy is a member of New Hampshire's teletype library lending and borrowing system, to which, according to the Dean of the Academy, "it lends more books than it borrows."

4. Regional "Cultural" Exchanges

The American School of Paris engages in a weekly exchange of its American students with a group of French students from Lycee Rueil-Malmaison. The goal is to accelerate language learning for both groups and to develop appreciation of a second culture through personal friendships.

Boggs Academy participates in a winter-spring term exchange (usually of students, sometimes also of faculty) with other independent schools: *Lovett School (GA), University School (OH), and Woodberry Forest (VA).* The exchange period can be from one week to a month and may include as many as ten students from each school. Since the student population of Boggs is predominantly black and the students of the other schools are white, multi-cultural and multi-racial experiences are an important part of this exchange.

Fieldston School conducts a program in "reciprocal bilingualism" in which Fieldston juniors and Spanish-speaking fourth graders from P.S. 98 spend an afternoon a week in a cultural and linguistic exchange.

Harvard School and *Westridge School* (both independent day schools in California) enjoy a 16-day exchange program with Central Junior High School in Quincy, MA. The purpose of the program is to expose students from opposite sides of the country to different lifestyles, environments and cultures. A week in California includes visits to the San Diego Zoo, Spanish Missions, and Disneyland; the week in Massachusetts includes trips to Cape Cod, Concord and Lexington, and the Boston Freedom Trail.

Phillips Academy, in coordination with five local high schools, sponsors programs in local history, bicultural and bilingual career exploration and language training, and family education. The workshops (known as LARC: Lawrence Area Regional Cooperative) are designed to overcome cultural isolation between public and private education. The program is funded by the State Department of Education.

5. Programs with Foreign Countries

Harvard School is affiliated with a program known as "Amigos de las Americas," headquartered in Houston. The program places students in Latin American countries where they assist local doctors with first aid and minor medical treatment. Students receive 100 hours of medical, Spanish language and cultural training prior to their assignments.

Harvard and *Westlake School* also participate in an exchange program with a school in Tokyo for the purpose of improving educational and cultural understanding between Japanese and Americans. About 20 students are involved in the five-week program, which includes a three-week

school and homestay program and a two-week field trip. Harvard provides an orientation session in Japanese language and culture prior to departure.

An unusual program involving international contact exists at *Choate-Rosemary Hall*. Under the aegis of the science department, CRH students operate a Goat Project as part of HEIFER International (headquartered in Little Rock, AK). Goats raised through this effort have been sent to Guatemala, Africa, and Honduras.

(Note: Arrangements for academic study abroad are listed in the section called "New Curricula.")

6. Competitions

Marine Military Academy is one of several Rio Grande Valley secondary schools, both public and private, which are participating in a "superstar" competition to find the boy and girl outstanding in the areas of academic and athletic performance.

The Thacher School conducts a one-act play contest open to all students enrolled in any independent secondary school in the United States, with cash prizes awarded for the best original manuscripts.

7. A Private School Model for Public School Use

The Brooklyn Friends School has developed an open classroom program in its Lower School which served as a case study model for workshops with teachers, administrators and parents seeking to implement similar open education classrooms in eight public schools in Brooklyn's School District 13. Month-long workshops on open education were held during the summer, reinforced by monthly meetings during the following school year. As a result, the local community school board appointed a coordinator for open education programs throughout the District. But, despite the success of the program, budget retrenchment closed most of the open classrooms in the District.

F. Other "New Constituent" Programs

Penn Center Academy offers a "multi-option" approach to secondary education. In operation since 1945, this school is a pioneer of sorts in flexible programming for a diverse clientele, which originally included World War II veterans, and has since expanded to encompass mixed-age groups following courses of study both full- and part-time. Students do not follow a specific grade level and may earn their high school diploma through an independent study curriculum. The School also has a substantial foreign student and transfer population.

Cooper City and Country School is tailored for gifted children (with IQs above 130) from the greater Detroit area.

The Barnard School runs an after-school primary grades activities program for enrolled children of working parents.

IV

NEW CURRICULA

A. Development of Study Skills 23
   1. Early Identification of Needs
   2. Improving Achievement
   3. Personal Growth

B. Outdoor Education 24

C. Study/Travel Abroad 25

D. Internships and Independent Study 26
   1. Independent Study Programs
   2. Internship Programs

E. Innovative Courses 28
   1. Math and the Sciences
   2. The Humanities
   3. The Arts
   4. Life Experience Courses
   5. Some Other Innovative Ideas

NEW CURRICULA

If the effective transmittal of knowledge is agreed to be the basic function of a school, then it follows that the development of new areas of investigation and new techniques of conveying information are a school's primary goals.

This section will deal not only with new or innovative courses, but also with programs dealing with skills development, outdoor education and travel, and internships and independent study.

A. Development of Study Skills

The student with a serious learning deficiency can usually be easily recognized. Many schools have mounted elaborate programs for students with special needs, some of which have been described in this Survey. But there is also a need to provide less rigorous but necessary remedial work for youngsters who fall within the "normal" range of ability.

Most often, shoring up is needed in the areas of reading, math, and study skills. Tutoring and small group instruction is provided outside the classroom or after school; math and language "labs" are common. All the while, the student continues in the regular curriculum.

This format is easily applied to special subject areas. Parents and peers volunteer to tutor a student in his particular area of difficulty, acting as important aides for the classroom teachers.

Finally, there is the general area of study skills, ranging from the effective use of the library to typing mastery (often used as well to improve reading and spelling skills).

Schools reporting on skills development programs as described above include:

Academy of the New Church
Brookwood School
Meadowbrook School (Operation Cobweb, a week of remedial work before school begins)
Pennington School (The Learning Center)
St. Andrew's School
Stuart Hall School (One-Room Schoolhouse)

1. Early Identification

Riverside Presbyterian Day School has implemented an Early Childhood Preventive Curriculum which provides diagnostics and remediation for children who need additional development before moving from kindergarten to first grade.

Greenhill School has a similar program, under which children are screened for auditory, visual, verbal, and motor skills. The School has a Primer class, again a transitional group between kindergarten which focuses on developmental learning skills, interpersonal growth, and motor skills.

2. Improving Achievement

St. John's Military Academy offers a structured curriculum for those students identified as low achievers whether of average or above average

ability. Small classes, a tutorial period, and heavy emphasis on basic skills characterize this program.

Severn School gives its seventh and eighth grade students an enrichment program designed to upgrade academic achievement in the upper grades. As part of its "future survival skills," Severn offers library skills, typing, computer use, and study habits development.

3. *Personal Growth, Too*

Dana Hall School augments its skills development efforts with a peer counseling program aimed at personal development. Students are trained to become effective helpers by learning to link cognitive understanding of self and others, via readings and theory presentation, with opportunities to experience interaction with self and others through tapes and video, role play, small group discussions and feedback.

B. *Outdoor Education*

The goals of outdoor education are twofold: enhancing appreciation of the environment; and strengthening group instincts for survival and mutual help.

Outdoor education or wilderness programs may be held in conjunction with such science courses as geology, biology, or archaeology, and credit will be given for the experience. Survival courses may also qualify as alternatives to physical education courses.

Survival courses are often patterned after the nationally known Outward Bound program, in which group dynamics as well as successful encounter with the stresses of the environment are primary ingredients. Food preparation, first aid, rope games, self-help activities occupy the students and their leader either in an intensive one or two day course, or in a longer term experience.

Outdoor education may also be conducted as a school-wide activity during an intersession or vacation. Use of nearby area resources may be supplemented by travel to regional or distant parks, nature preserves, geographical wonders, or archaeological sites.

Schools providing outdoor education experiences include:

Athenian School
Augusta Preparatory School
Baylor School
Berry Academy
Bush School
Canterbury School
Colorado Rocky Mountain School
Emsworth School
Gould Academy
Greenhill School
Kingsbury School
Lake Forest Country Day School
Lakeside School
Lexington Christian Academy
Loomis-Chaffee School
Maumee Valley Country Day School
Meadowbrook School of Weston
St. Mark's School of Texas
St. Paul's School
Stuart Hall School
University School of Milwaukee
Waynflete School

Westledge School
Williston-Northampton School

Proctor Academy's Mountain Classroom is multi-disciplinary in focus, combining an academically rigorous course of study with practical experience in living in the wilderness environment. The course is offered in the spring term to a selected group of 12 students who cooperate with faculty members in designing a core project or theme which integrates the work of all students. Examples of past years' projects include following spring from the Carolinas to Quebec, surveying in British Columbia, and creating a land use plan for Proctor's woodland camp facility. Academic credits have been granted in English (ecological literature; report writing), science (ecology, botany), mathematics (cartography), and art (sketching and photography).

Albuquerque Academy combines experiences for students with workshops for adults in outdoor education through its Bear Canyon Project. Summer workshops are held in outdoor and experiential education for teachers and administrators who wish to promote outdoor education in their schools. Practical techniques complement general communication in generating more widespread implementation of wilderness courses at other schools. Students participating in the Bear Canyon Project spend a week in Elena Gallegos in the Sandia Mountains following the School's wilderness curriculum.

C. Study/Travel Abroad

A familiar option for private schools, the study/travel abroad programs reported on for this Survey include:

Colorado Academy - Chihuahua, Mexico
Foxcroft - Great Britain
Loomis Chaffee School - San Miguel de Allende, Mexico and Le Chambon-sur-Lignon in the French Alps
Orme School - Michoacan, Mexico
Proctor Academy - St. Jean d'Angely, France
St. Andrew's School - Quebec, Canada
St. John's Preparatory School - Melk, Austria

Phillips Academy, Phillips Exeter Academy, and *St. Paul's School* sponsor a School Year Abroad experience for either a year or half-year at the junior or senior grade level. Programs are conducted in Barcelona, Spain; Rennes, France; and Freiburg, Germany.

Punahou School, in cooperation with the Foundation for Study in Hawaii and Abroad, holds a Pan Pacific Program in foreign study opportunities. Students from selected secondary schools attend Punahou in the summer for intensive study in English and in American civilization. Through Punahou, students in Hawaii's public and private schools can also participate in programs in Japan and Tahiti.

D. *Internships and Independent Study*

Relating present learning to future goals and experiences is a sine qua non of most independent schools. Most often, this practical relevance is given to academic endeavors through internship programs. Internships may also be called senior projects, apprenticeships, alternate study, field work, or encounter experiences.

Internships usually seek to develop one or more of the following skills: academic, creative, social (usually in the form of community service), vocational (specifically, career exploration), or experiential (investigation of a different culture or lifestyle; examination of self-directed interests and abilities).

Academic credit is granted for internships and independent study, usually on a pass/fail basis. Internships can be structured as lab experiences for a specific course, or may have as their impetus preparation for professional training. Areas most often involved are law and government, media and communication, health services, education, fine arts and culture, business and finance, urban affairs and ecology.

The length of time devoted to an internship can vary from intensive involvement (a 9-to-5 work experience, supplemented with a weekly or individually scheduled seminar or conference), to a partial schedule of a certain number of hours a week in conjunction with a regularly scheduled course.

In the case of independent study, a student may be completely on his own, exempt from all class attendance, even permitted to be away from campus for extended periods of time. Often, the independent study project is seen in the context of advanced academic placement.

For both internships and independent study, students are required to submit proposals to a faculty advisor for approval. Follow-up is done through a student-kept journal, a final project, and/or on-site evaluation.

These projects have been distinguished in this Survey from volunteer community service activities for two reasons: the presence of an academic component (credit, course affiliation); and the fact that the student is the primary beneficiary of the experience (career exposure, academic enrichment). A later section will discuss community involvement programs conducted on a less formal basis.

1. *Independent Study Programs*

Schools reporting on independent study programs with an emphasis on academic investigation include:

Chatham Hall
Blake Schools
Columbus School for Girls
Groton School
Hebron Academy
Orme School
Phillips Exeter Academy
Pine Crest Preparatory School
Proctor Academy
St. Paul's School
Williston-Northampton School

2. Internship Programs

Schools reporting on internship programs with an emphasis on social, vocational, or experiential projects include:

Bancroft School
Blake Schools
Brearley School
Caribbean School
Dana Hall School
Deerfield Academy
Gilman School
Holland Hall School
Kingswood-Oxford School
Low-Heywood Thomas School
Louise S. McGehee School
Marlborough School
Mary Institute
Noble and Greenough School
St. Croix Country Day School
Westledge School
Wyoming Seminary

a. Athenian's Urban Center Interns

The Athenian School conducts an off-campus service internship program based in a Victorian house in San Francisco. Seniors from Athenian as well as other schools can spend six weeks or a semester as full-time interns in governmental agencies, social organizations, media groups, businesses, schools, and cultural organizations. Weekly seminars cover assigned readings and discussions of internship experiences. Students and staf. share the tasks of running the house, including food preparation.

Athenian also schedules internships as adjuncts to several of its courses. As part of a constitutional law course, interns are assigned to the county public defender and probation office. Students taking a business and economics course develop management programs for evaluation by area business leaders. A course in human physiology and anatomy requires weekly internships at a local hospital.

b. Affiliation with a City-wide Program

The Garden School is working with the New York City Board of Education's Executive High School Internships Program. Under this city-wide effort, a Garden senior can spend the last semester of his senior year testing his career interests. The student works four days a week and attends a seminar for the fifth day to discuss the occupation, its prospects, and related problems. Funding is by the Board of Education.

c. Education Internships for Adults

The Park School runs a voluntary internship program in teaching which is available to high school graduates taking a year off before college, college and graduate school graduates wishing to enter the field of teaching, and older men and women wishing to change careers or the age levels of the students they are teaching. Interns work at the Park School, assisting in all subject areas and grade levels. A Park administrator serves as director of the interns and supervises the program.

d. Interning on Capitol Hill

Phillips Exeter Academy and *Phillips Academy* each send 15 seniors to Washington for their second semester to work in the offices of congressmen and senators. The Exeter students receive two course credits for the experience, and while in Washington, the interns are supervised by an instructor from either Andover or Exeter. In addition to their work on Capitol Hill, the students also take part in a series of evening seminars to which a variety of public officials have been invited.

e. Careers in Mental Health

Williston-Northampton School conducts a three-term exploration into the field of mental health. Class instruction in such subject areas as abnormal psychology is supplemented with ward work and supervision by practicing professionals in the fields of psychiatric social work, clinical psychology, mental retardation, and occupational and recreational therapy. Work is done at the Northampton State Hospital and combines academic training, internship work, and volunteer community service with institutionalized patients.

E. Innovative Courses

Practically every school responding to this Survey listed an innovative course under the "New Curricula" section of the questionnaire. Some reflect the current fashion (human sexuality, ecology), others a contemporary response to traditional subjects (metrics, urban studies). Often, the courses merely reflect modernization of existing fields; others are seen in response to present day trends in student interest.

Some courses have been created with financial support from area industry, especially in the fields of science and business.

Teaching techniques include a strong emphasis on team teaching and the creation of interdisciplinary courses. Some new courses are introduced via mini-terms and guest lecturers and are later interpolated into the regular curriculum and expanded for a semester or year's work.

In a few instances, the "innovation" may be derived from the timing of the course. For example, offering a course in introductory law to third graders or scheduling a sequence of sciences which integrates the discipline from K-12 in a cumulative way is primarily a matter of application rather than content.

Unmentioned, but nevertheless critical to course innovation is the individual background, point of view or teaching approach of specific instructors. All schools would say they pride themselves on this essential ingredient!

1. Math and the Sciences

Courses of unusual interest or frequency of appearance as cited by responding schools include:

agriculture
archaeology
astronomy
computer science
ecology and environmental studies

medicine and society
metrics
nutrition
oceanography
ornithology
solar energy

Schools reporting on innovative courses in math and science include:

Annie Wright School
Augusta Preparatory School
Brearley School
Buckley School
Dana Hall School
Fieldston Lower School
Gilman School
Gould Academy
Groton School
Harbor Day School
Kingswood-Oxford School
Milton Academy Lower School
New York Military Academy
Pine Crest Preparatory School
Poughkeepsie Day School
Proctor Academy
St. Paul's School
Thacher School
Tower School
William Penn Charter School
Woodberry Forest School

a. Diet for a Small School

Athenian School's course in nutrition and food preparation has the practical goal of developing a guide for feeding the people living at the School. Topics include nutrition, economics, recipes, menu preparation (planning, buying, cooking and serving), and students execute the tasks as well as suggest them.

b. Agriculture and Industry

The Barstow School works with the Chemagrow Agricultural Division of Mobil Chemical Corporation in a research program involving the use of experimental chemicals on plants grown at Barstow by the students. Results are offered to Chemagrow for use as supporting evidence in cases seeking governmental approval or in marketing decisions for new products made by the company.

c. Medical Biology

In addition to two class sessions in medical biology, students at *The Blake Schools* work as nursing assistants in the emergency room of the local county medical center.

d. Applied Chemistry

Students taking chemistry at *The Caribbean School* spend two 4-hour periods per week for eight weeks in the Pittsburgh Plate Glass Company industrial laboratory learning modern laboratory techniques and working with modern industrial equipment not available in the school laboratory.

e. Medicine and Society

Kinkaid School sponsors a course in medicine and society taught by professional personnel from the Texas Medical Center and the Institute of Religion. The physician explores the medical aspects of his work, followed by a discussion of its moral implications. Previously taught to medical students,

the course has been adapted to able juniors and seniors who plan careers in either science or medicine. A Kinkaid science teacher supervises the course.

2. The Humanities

A sampling of innovative courses in the humanities at responding schools includes:

anthropology
architecture
business and economics
classical civilization
international relations
law
linguistics and language
urban America
world hunger
the occult

Schools reporting new curricula in humanities include:

Academy of the Sacred Heart
Athenian School
Baldwin School
Brownell-Talbot School
Cate School
Chatham Hall
Crystal Springs School
Dalton School
Dana Hall School
Greenhill School
Head-Royce Schools
Katherine Delmar Burke School
Lakeside School
Lawrence Academy
Palm Beach Academy
Polytechnic School
Polytechnic Preparatory Country Day School
Proctor Academy
Punahou School
St. Joseph's Preparatory School
St. Mark's School of Texas
St. Paul's School
Shady Hill School
William Penn Charter School

a. Business and Economics

The Brook School developed a business economics course as a pilot project with initial funding from large local corporations to develop a curriculum guide and slide presentation. The course combines classroom academic study, in-class speakers from the community, business seminars, and a month's internship program. As a result of the program, The Business Economics Education Foundation of Minnesota was created to provide seed money and implementation expertise to public and private high schools interested in developing a similar curriculum.

b. Expanded Studies for Elementary Grades

Bryn Mawr School uses study hall periods for an expanded studies program for gifted third, fourth, and fifth graders. Archaeology, logic, and law and justice are among the topics offered through an open-ended discussion format. Teaching approaches learned or developed in this program are shared with other members of the teaching staff for appropriate implementation in regular classes.

c. A Book Award in Children's Literature

Not exactly a course, the book award project executed by the fourth, fifth, and sixth graders at the *Midtown Ethical Culture School* taught students valuable techniques in analyzing and evaluating literature. Students established the criteria for the award, created a checklist for reading and evaluating the books, and planned an appropriate award and ceremony. Books were solicited from publishers of children's literature at the fifth to seventh grade level, and the response -- both in increased numbers of books for consideration, and in increased participation by greater numbers of students -- indicate the project is a great success. The 1976 award winner was presented with a scroll designed by a fifth grade student, and was guest of honor at an assembly and reception at the School.

d. Student-Produced Slide/Tape Curriculum Guides

Ravenscroft School upper school students produced six slide-tapes as contributions to a library of resource material for courses taught at the School. After completing the classroom work for the courses, a group of students produced the presentations complete with narration, sound effects, musical background and student-written scripts. The production content followed the course outline used by the teacher for the specific class. Students functioned as writers, researchers, photographers, artists, narrators, and recording technicians. It was not only a learning experience for the students involved, but led to a legacy of additional learning resources for subsequent classes. Multi-media enrichment presentations created include American foreign policy, United States Expansion, the 1920s era, World War I and Southern literature. Each production was a semester project, requiring eight hours of class time and a minimum of 16 hours activity time per person. Demonstration of these projects was presented by the media specialist who supervised the program at the Educational Media Association of the North Carolina Association of Education Communications and Technology.

3. The Arts

Among the innovations in music, theatre and dance are:

opera
French contemporary theatre
play production techniques
Chinese art
museum art

Schools with creative courses in the arts include:

Columbus School for Girls
Dana Hall School
Gibson Island Country School
Greenhill School
Metairie Park Country Day School
Portsmouth Abbey School
St. Paul's School
Severn School

a. The History and Practice of Art

Gibson Island Country School surveys the history of art from cave

paintings to modern times. In addition to slides and reproductions, students are exposed to art by frequent visits to area museums. Working artists are invited to the classroom, and, where possible, students visit the studios of local artists.

b. An Electronic Piano Lab

Ravenscroft School has dramatically multiplied its teaching capability for individual and small group instruction in piano through its electronic piano laboratory. A multi-media approach is used and some new teaching techniques for multiple piano class situations have been refined. The School's two piano teachers presented information about the program to the North Carolina convention of music educators in schools and colleges in the fall of 1976.

4. Life Experience Courses

Responding to the awareness of a need for better preparation for coping with life, schools have developed adjunct courses, often with a very practical focus, in psychology and human development. Examples include:

career and life planning
childhood development
consumer studies
ethics for the future
human sexuality
youth and contemporary institutions

Among the schools reporting on innovative courses in life experiences are:

Annie Wright School
Athenian School
Barnard School
Brookstone School
Dana Hall School
Eaglebrook School
Emsworth School
Foxcroft School
Graland Country Day School
Greenhill School
Hammonasset School
Harvard School
Kinkaid School
Loomis-Chaffee School
Midtown Ethical Culture School
Nichols School
Proctor Academy
St. Albans School
St. Anne's School
St. Mary's Hall-Doane Academy
St. Paul's School
Westledge School

a. Human Relations Training

Beaver Country Day School offers a course designed to train students in peer counseling techniques for short-term needs. Students learn listening skills and analytical tools which can be helpful in overall adjustment to new academic and personal challenges.

b. Childhood Development

Choate-Rosemary Hall School's course in childhood development has the unusal feature of an on-campus nursery school, open to the public, which serves as a lab school for the childhood development curriculum.

A foundation grant of $24,500 for two years helped develop and implement the program.

c. Youth and Contemporary Institutions

Dana Hall School has a sociology course which deals with the problems of youth and the law, street corner societies, and the effect of work and education on the development of youth in America. Students study the development of value systems and compare their values to those of the youths at the Worcester Juvenile Detention Center in weekly discussions at the Center.

d. Human Life Science

Deerfield Academy's human life science course is viewed as a cooperative learning experience in which student-teacher teams research such areas as human sexuality, sports psychology, and nutrition. Team presentations are made via films, speakers, debates, and alternative teaching methods are encouraged. Internships are required where possible, and students must lead a workshop on their particular topic. The entire school community is involved through assemblies and school publications. In the spring term, students can specialize in one of the above areas for a full course of study.

e. The Species that is Man

The International School of Manila offers a course called MACRO/S. An acronym for "Man: A Creative, Rational, Organized Species," it is an extension of Jerome Bruner's MACOS (Man: A Course of Study). Using Philippine-based cultural groups, a study is made of man in relation to these aspects: adaptation to environment, life cycle, social organization, language, leadership and responsibility, production and exchange, art, play, and work, and nature and the supernatural. The booklets which provide the content for the course were written by the faculty of the School.

f. Practical Family Lifestyles

St. Mary's Hall-Doane Academy has designed a course to help students clarify their values and make practical decisions about their future. In addition to considering such questions as college and vocational choice, marital relationships, life styles, and parenting are discussed. A major section taught by parents is concerned with practical economics such as banking, insurance, taxes, real estate, food, and consumerism. Finally, the course covers health and hospitals, and deals with death and mourning.

5. And Some Other Innovative Ideas

a. Experimenting in How-To

The Bancroft School gives its primary grade students a chance to play "Experrimerrio," a series of non-academic educational experiences in the how-tos of daily living, with the focus on breaking down sex stereotypes and building career option awareness.

b. *Converting an Entire School*

Buffalo Seminary has determined that it will convert to a single modern foreign language high school over the course of the next four years. The first step in accomplishing this goal is the establishment of an intensive faculty French program. All current faculty are studying the language intensively, with an emphasis upon oral capability. Facility in French is now a hiring requirement for new teachers. All faculty took part in a summer session devoted to French and during the academic year, each teacher is taking French during a free period in the school day. All incoming students will study four full years of French, and the ultimate aim will be to teach the entire curriculum in French, so that each student will have a working knowledge of French by graduation. The location of the Seminary on the Canadian border invites coordinate involvements with Quebec schools in the future.

c. *Grade Level Team Teaching in an Open Space Environment*

Greenhill School establishes grade level team teaching groups comprising four teachers with supportive faculty from language, physical education, and fine arts. The team leaders develop a personalized curriculum for their group of 72 students, making decisions as to academic orientation, field trips, and other scholastic programs. Greenhill pioneered this format ten years ago.

d. *An APPLE from the Teacher*

Milton Academy Lower School conducts a summer motivation and enrichment program for public school children called APPLE ("A Personally Planned Learning Experience") during which faculty and administrators have the opportunity to do research and experimentation in course creation and teaching techniques. A basic purpose of the APPLE program, as far as the School itself is concerned, is the introduction of courses and methods viable for incorporation into the regular winter program.

e. *Adventure in Quaker Education*

Oakwood School blends intensive academic study, practical skills, and community service in a pilot program using the Quaker philosophy as an approach to education. The school year is broken into six five-week blocks. Three are spent in academic work centering around interdisciplinary courses. One block incorporates a practical work project and one is spent in full-time community services. A small group of selected juniors and seniors were chosen for this project, which will be fully implemented in the School in the coming academic year.

V

WORKSHOPS AND CONFERENCES

A. Seminars on the "State of the Art" 35
   1. Lawrence Project: Education for the Future
   2. Economic Conflict in Humanistic Education
   3. Professional Growth Workshop
   4. A State-Wide Conference
   5. Major Issues in Secondary Education

B. In-Service Training 36
   1. Staff Retreat
   2. Workshop for Teachers
   3. Headmaster's Breakfasts
   4. Training for Certificate Renewal
   5. Community Teacher Center
   6. School-to-University Project
   7. Aiding School Counselors
   8. Seminars for NAIS
   9. Teachers Internship

C. Curriculum Development 37
   1. An On-Going Committee
   2. Summer Task Force
   3. Curriculum Development Grants

D. Programs for Human Understanding 38
   1. Parent-Child Development
   2. Understanding Family Conflicts
   3. Puberty and Adolescence
   4. Pastoral Counseling
   5. A School-Wide Evaluation
   6. Leadership Development

WORKSHOPS AND CONFERENCES

One of the most important catalysts for the generation of innovative ideas is communication -- not only among educators, but also between the professional educational community and its various constituencies: parents, students, trustees, and the general public.

Workshops and conferences reported on for this Survey tend to fall into these specific categories: workshops and in-service training programs for professional growth among educators; faculty and administrative task forces charged with curriculum development; seminars and discussion groups on personal growth and interaction; and broad conferences on the general "state of the art."

A. *Seminars on the "State of the Art"*

1. *The Lawrence Project: Education for the Future*

Lawrence Academy sponsors a conference workshop series called The Lawrence Project. Eight weekend workshops, conducted by a conference faculty of noted educators, historians, psychologists, and philosophers, are designed to reflect the current emphasis on unity and interdependence in contemporary educational philosophy. In addition to exposure to new concepts, participants also deal with practical application of theory to curricular planning and implementation.

Organizers of The Lawrence Project defined the success of its original series according to "the extent that participants are stimulated to create new designs for learning for use in their own schools." The final workshop, in May, was structured as a time to achieve a synthesis of theoretical information and to reach a consensus about a summer institute where planning for tangible implementation of the results of the Project could be begun.

2. *Economic Conflict in Humanistic Education*

Brookstone School conducted an open forum discussion session on the history of independent schools in Georgia to determine whether independent education places too much emphasis on the humanities and not enough on job preparation. Panel leaders included a representative from the independent secondary school world, two from a local college, and one from industry.

3. *Professional Growth Workshop*

Metairie Park Country Day School runs a series of discussion workshops for the benefit of the local educational community. The agenda for the current academic year includes such topics as creative dramatics (education through the arts), transactional analysis and reality therapy, and teacher effectiveness training.

4. *A State-Wide Conference*

Ravenscroft School originated and hosted a state-wide conference for the North Carolina Association of

Independent Schools. Administrators and faculty members from more than 200 schools were invited to explore methods, approaches, and strategies to improve private education for youngsters from K-12th grade.

Workshop and program leaders included resource people from the State Department of Public Instruction and instructors and administrators from both public and private sectors in and outside North Carolina. In addition to a discussion of the traditional academic disciplines, topics covered included learning disabilities, student guidance and counseling, textbooks and publications, media services, and religious values and ethics.

5. Major Issues in Secondary Education

The Rivers School initiated a day-long symposium focusing on a single major issue in secondary education with a discussion last fall regarding "The New Illiteracy." Guest speaker was television news commentator Edwin Newman; other panelists included a representative from the College Board and the director of Harvard University's mandatory freshman writing program. Open to the public, the symposium, entitled "The Rivers Forum," attraced more than 1100 parents, educators, and high school students.

B. In-Service Training

1. A Three-Day Retreat

The Baylor School holds a three-day retreat/conference in which the president of the school and another administrator lead a group of eight to ten faculty members in a discussion of school problems. An important side benefit is better understanding between faculty and staff.

2. Workshops for Teachers

The Choir School of St. Thomas Church schedules three series of workshops each year open to faculty from independent and public secondary schools and universities. Students occasionally attend. A total of 20 workshops can be held per year.

3. The Headmaster's Breakfasts

Colorado Academy offers weekly gatherings an hour before school begins on Wednesday mornings. Known as the Headmaster's Breakfasts, these sessions function as an ongoing teaching workshop.

4. In-Service Training for Certificate Renewal

The Greensboro Day School conducts an in-service training program for teachers as a response to its faculty's needs for updating training in specific areas as well as fulfilling the state's requirements for certificate renewal (accumulating ten credits during a five year period = 100 hours of instruction). Among the workshops which Greensboro has held are sentence rhetoric, values clarification, new methods for elementary mathematics, and

adolescent psychology. The program is recognized by the State Department of Instruction and is valid for public school teachers as well.

5. A Community Teacher Center

The Harley School's Community Teacher Center presents a weekly forum for area teachers from public, private, and parochial schools. Through workshops, speakers, and discussions, the Center is a medium for the exchange of ideas about curriculum, techniques, resources, and philosophies.

6. School-to-University Project

The International School of Manila coordinates an in-service program with Washington State University, in which the University education professors serve as consultants and workshop leaders for International School teachers.

7. Aiding School Counselors

Phillips Academy has designed a series of workshops for public school counselors held at Andover to develop in-service training materials for public and private school counselors. This program is held in conjunction with the National Association of School Counselors.

8. On-Site for NAIS

Phillips Exeter Academy has hosted many two-week seminars for independent school administrators in conjunction with The National Association of Independent Schools.

9. An Internship Program

Pine Point School offers beginning and skilled teachers a full-time teaching experience and supplementary training as a member of an open classroom teaching team. Interns, who receive a salary, may also work toward a graduate degree in education.

C. Curriculum Development

1. Part of the Administrative Structure

Colorado Academy's Curriculum Committee includes all department chairman and division principals. It is their task to make policy and coordinate types and content of courses, sequencing, and other aspects of curriculum development.

2. Summer Task Force Studies

Holland Hall School holds summer task force studies on new programs and problems which cannot be undertaken during the school year. Faculty receive supplemental salaries for participating on the task forces. Among the areas of concern are learning disabilities, new curricula directions, and use of facilities on a year-round basis.

3. Curriculum Development Grants

Punahou School makes summer grants available to faculty for researching and writing new course outlines and preparing instructional materials in connection with new curricula. Fac-

ulty submit proposals to develop new courses, adapt existing ones, create innovative teaching strategies, or produce new instructional materials for review by an administrative/faculty committee.

D. Programs for Human Understanding

1. Parent-Child Development

The Holy Innocents' Episcopal School sponsored a four-evening seminar dealing with child development and family interaction. Parents of enrolled children heard area specialists discuss the physical, psychological, and cognitive development of pre-school, primary age, and early adolescent children and relate child development to parenting techniques.

2. Understanding Family Conflicts

Lexington Christian Academy brings families of students together with professional consultants in human relations to discuss family relationships for the purpose of reaching constructive solutions to family conflicts.

3. Puberty and Adolescence

Ravenscroft School conducted a workshop on puberty and adolescence for faculty and administrators for grades 4-10. Coordinated by the director of the middle school and the staff of student personnel services, the project employed instructors from the county mental health services. Child development was related to roles played by family, teachers, and peers during these formative years. Value clarification, communication and self-control were among the topics considered.

4. Pastoral Counseling

Severn School leases services from the local ecumenical ministry to youth (a lay group of parents providing crisis intervention and counseling referral services to area youth) to provide personal guidance to Severn students and professional consultant aid to the faculty.

5. A School-Wide Evaluation

The Sidwell Friends School conducted a school-wide evaluation to assess its success in providing "an education of the heart" (moral, affective, humanistic). An expert in social psychology and behavioral science led a group of faculty members in a series of monthly seminars. After appraising the organization of the school, the role of each group within the school community, and the implementation of Sidwell's educational philosophy, the group published a comprehensive report which will provide the guidelines for all future growth of the school.

6. Leadership Development

Stuart Hall School's dorm counselors and dorm parents participate in a mandatory in-service program in peer and adult counseling for the purpose of developing self-reliance and group responsibility, especially in the area of leadership training.

VI

PUBLIC INTEREST PROGRAMS

A. Use of Facilities 39

B. Community Involvement: Social Service 40
   1. Two Typical Approaches
   2. Tutoring
   3. A Sampling of Programs

C. Community Involvement: Cultural Affairs 43
   1. Multiple Arts Programs
   2. Music: Classes and Concerts
   3. Theatre and Dance
   4. Art: Looking and Doing
   5. Lectures and Films
   6. Science Centers

PUBLIC INTEREST PROGRAMS

The historical isolation in which some private schools used to live has by and large disappeared. Acknowledging the importance of a positive image and presence within the local community has led many independent secondary schools to develop programs and activities which, at their best, serve both the community and the school.

Obviously, the size of the community has direct bearing on the impact of the school within it. In a rural or small town setting, it is often the independent school which provides the cultural life of the community; in a major metropolitan area, on the other hand, it is the school which benefits from exposure to the city's resources.

This section will focus on three ways in which independent schools relate most directly to their communities: the use of school facilities; community involvement through social service programs; and community involvement in cultural affairs.

A. Use of Facilities

Sharing the school's facilities with various community groups is an easy and direct way to link the campus with the town. The school can lease or donate the use of recreation facilities (pools, gyms, hockey rinks) to town clubs or youth groups. The auditorium or art center can house concerts, plays, or gallery exhibits produced by local artists. Classrooms, lecture halls, and even dormitories can be used as economical conference facilities. Often the independent school enjoys special facilities which it can share for the educational benefit of local public schools (a well-equipped science laboratory used by the local elementary school; the school's print shop used to prepare materials for the public schools or community groups; the library, which may be the only one in town; facilities for a local radio station).

The school may make its facilities available during the school year, in the evenings or on Saturdays and during school vacations, or during the summer for special education programs or camp activities. Arrangements for shared facilities may be for an individual concert or play, or the school may offer the use of its facilities on a regularly scheduled basis during the academic year or season.

A list of schools reporting on the use of shared facilities follows:

Augusta Preparatory School - radio
Bishop's Schools - performing arts center
Chestnut Hill Academy - summer camp
Commonwealth School - rehearsal facilities for theatre group
Gunston School - horseback riding clinic; canoes and grounds used by local Red Cross
Harley School - theatre for for community theatre/orchestra
Hebron Academy - pool for handicapped children
Lawrence Academy - athletic facilities; center for arts events

Linden Hall - pool
Montclair Kimberley Academy - concert hall
Perkiomen School - library; fine arts center
Phillips Exeter Academy - music building for rehearsal and performance; theatre auditorium; School-owned Inn
Riverside Presbyterian Day School - auditorium for local historical society and drama school
Severn School - exchanges use of School gym for use of YMCA pool
Upland Country Day School - rehearsal and performance hall for local drama group
Wallace O'Neal Day School - pool
Williston-Northampton School - playing field for 4th of July fireworks display; athletic facilities; meeting rooms

1. *Some Examples in Greater Detail*

The Hall School works with the Pittsfield Public Schools Special Education Department to provide a therapy program for multiply-handicapped children. Teachers and therapists hired by the Department treat the children at Hall's facilities five days a week, five hours a day. Hall students assist the program as volunteers.

The Orme School is working with the Phoenix Astronomical Society to develop an observatory on the Orme campus. The Society plans to install its 24" telescope at the School, which agrees to provide security and utilities. Students will use the facility during the week and the Society members will use the observatory on weekends.

The Park School houses a preparatory school program run by the New England Conservatory of Music. Late afternoon classes and lessons are open to the public, and the concerts, recitals, and open houses which result are also free of charge to the community. In addition, Park School fosters extensive sharing of facilities with the Brookline Public Schools, and makes its meeting rooms open to police, fire, and other town departments.

Severn School provides meeting space and technical facilities for the Anne Arundel County Radio Club. The Club provides public address facilities for school functions and assists the school's amateur radio club with technical advice and equipment. Together, the clubs sponsor "Operation Santa Claus" to let hospitalized children talk to Santa before Christmas.

Westledge School serves as an environmental extension for the South Arsenal Neighborhood Elementary School Without Walls. This "Everywhere School" uses Westledge's facilities on a rotating basis.

B. *Community Involvement: Social Service*

Community involvement in the area of social service assumes a position of prominence in many independent secondary schools. In some instances, the school coordinates a program of student volunteers or acts as a kind of agency itself for delivering various services; in other cases, the students act as individuals or as

members of a school service club.

Among the areas most frequently served include hospitals and other institutions for the physically or emotionally disabled; homes for the elderly; youth care agencies (day care programs, housing project nursery schools); church-sponsored groups (teaching religious school, youth ministries); social service agencies (juvenile detention homes, orphanages, Boys Clubs, Big Sister organizations); civic projects (park reclamation, fire department aides, rescue teams); or charity work (food and clothing drives).

Schools which conduct social service programs include:

American School of Paris
Cranbrook (Kingswood School)
Dalton School
Dwight-Englewood School
Eaglebrook School
Emma Willard School
Greenhill School
Greenwich Academy
Gunston School
Hall School
Hamronasset School
Hill School
Holland Hall School
Low-Heywood Thomas School
Marvelwood School
Moravian Academy
Peddie School
Pine Crest School
Purnell School
Putney School
Rockland Country Day School
St. Agnes Academy
St. Albans School
St. Andrew's School
St. Joseph's Preparatory School
Stuart Hall School
Waynflete School

1. Two Typical Approaches

a. A School-Wide Project at Hyde

Hyde School has constructed its Community Action Program around the premise that social service should be an integral part of the curriculum. Hyde's program encompasses three areas: youth, the elderly, and civic and social agencies.

Community action for youth engages Hyde students in a comprehensive teacher aide program in the local elementary schools. Hyde students assist in counseling, reading, and recreation programs, in some cases working with the parents. They also participate in a Big Brother program.

Other Hyde students visit nursing homes or individual senior citizens within the community. Some students have used these opportunities to record oral histories of what life used to be like in the United States and in Bath, ME. Hyde School Forums become occasions for senior citizens to bring such history alive for the entire school.

In the area of civic and social agencies, Hyde students have worked with local political parties during campaigns, and have assisted professionals on the city council, the police department, a statewide criminal justice program, churches, the Rotary Club, the Chamber of Commerce and other groups.

b. A Service Club at Cincinnati

Cincinnati Country Day School sponsors a service club -- a volunteer organization within the school which coordinates nine activities.

There are two tutoring programs, one at the School, the other at a low-income elementary school. A recreational program is offered on Saturday mornings for inner city children. Another program provides an outing and lunch for the children at a state mental hospital. Learning and play activities are offered to physically handicapped, retarded, and emotionally disturbed at area institutions. A program of entertainment is presented regularly for severely hurt youngsters at the Burns Institute. A big brother program is run throughout the year. Finally, students periodically visit a home for the aged.

There is a student coordinator of each activity run by the service club, while a senior supervises the club's general activities and programs.

2. Tutoring

Tutoring programs are a frequent community service activity. In most instances, students go from their independent school to the public school or institution to tutor, although in some cases the youngsters are brought to the campus. Students tutor students of either normal ability or special handicaps.

Schools sponsoring tutoring programs include:

Brearley School
Cate School
Columbus School for Girls
Crystal Springs School
Eaglebrook School
Greenhill School
Governor Dummer Academy
Harvard School
McCallie School
St. Mark's School of Texas
Stoneleigh-Burnham School
Woodberry Forest School

3. A Sampling of Other Community Service Programs

a. Facilities and Fiscal Aid

Boggs Academy is involved with the community in three programs through which the school provides financial and/or administrative support.

For three years, Boggs ran a program of social and recreational activity for senior citizens with an emphasis on nutrition. A lunch program was provided for the elderly who came to Boggs, while the school also delivered home meals to shut-ins, and provided transportation services for shopping.

The Academy works with a local Presbyterian church providing early childhood education and day care for preschoolers of working parents. Boggs students serve as aides in this program; the school provides facilities and administrative help.

Boggs administrators have also served as advisors and part-time staff for the development of a low-income community housing project located on a 58-acre site near the Academy.

b. Projects through the Red Cross

Brownell-Talbott School allows seniors to select a volunteer project through the American Red Cross as the basis of their term's work.

c. Students Teaching Adults

Canterbury School students teach evening classes to retarded adults at a nearby training school for the mentally retarded. The School is also affiliated with service projects at a local day care center and nursing home.

d. Fostering Neighborhood Relations

Cambridge Friends School works with neighborhood groups in petitioning for city projects. Most recently, the School filed a proposal with the Walden Square Community Center and the Youth Resources Bureau for a community development block grant to implement an after-school program for the entire community.

e. A Research Project in Health

At *Mary Institute*, the chairman of the department of urban studies served as a project director for an interdisciplinary research team comprising Mary Institute students as well as representatives of local universities and other institutions. The project analyzed urban and health care resources; the results were used by major planning groups in the area, including hospitals and medical schools.

f. A Student-Run Fire Department

Proctor Academy students participate in a professional fire department and emergency medical team effort. The students maintain three fire trucks and a firehouse. The department is a member of a local mutual aid association, and all students over 18 belong to the community's volunteer fire department as well. Proctor students can also participate in a mountain rescue team, and faculty serve in the fire department and the civil defense team.

g. Providing Child Care

Royosmore School is a cooperating member of a community coordinated child care project which provides extended day care, including vacation programs during holidays and summer as a service to working parents. The project is subsidized in part by the State Department of Child and Family Services.

h. Driver Education

Trinity-Pawling School made its driver education program available to public school students and community adults after the local high school discontinued its program during the academic year.

Trinity also sponsors a youth hockey program for the Town of Pawling in cooperation with Duchess County, Pawling Recreation Commission, and the State of New York, which provide the recreation funds for the program.

C. Community Involvement: Cultural Affairs

Community involvement in cultural affairs encourages two-way communication between schools and their communities in a variety of ways. The simplest is the presentation of arts programs which are open to the

public, either free or for a nominal admission charge. Many student performances become traveling roadshows as presentations are made to local hospitals, public schools, and civic agencies.

Independent schools may provide cultural enrichment to the local community by allocating their own resources of staff, facilities, and curricula for programs which are available to the general public. These usually take the form of after-school or summer general arts programs. Visiting artists and master teachers come to campus to give special classes, which can be opened to the community at large.

New alliances can be formed around cultural endeavors -- affiliations between public and private schools; financial arrangements with state councils on the arts; private funding resources; as well as subscription fees or tuition for special arts programs.

1. Multiple Arts Programs

Most often, programs in the arts take place on the campuses of private schools during the summer, and will seek to expand their clienteles. Inner-city populations, mixed-age groups, families are encouraged to participate in these offerings. When regular school faculty are involved, such sessions can also be good testing grounds for new courses to be adopted into the regular academic curriculum.

Schools which run creative arts programs include:

Charles River School
Ketchum-Sun Valley Community School
Louise S. McGehee School
Maumee Valley Country Day School
Shady Hill School
Waynflete School

a. Arts as a Tool for Cross-Cultural Exchange

The Park School of Baltimore sponsors a six-week program in the arts for both regular school students and inner city scholarship students. Park states its goals as developing artistic talent in an inter-disciplinary setting in a way that will attract a diversity of students and faculty to promote cross-cultural exchange. Productions are shared with other programs and neighborhood groups. The project is guided by an advisory committee representing arts institutions and communities in the area. Partial funding is provided by the National Endowment for the Arts and the Mayor's Advisory Committee on Art and Culture.

b. An FM Community Radio Station

Choate-Rosemary Hall, in coordination with Sheehan and Lyman Hall High Schools in Wallingford have established an FM community ratio station at Choate-Rosemary Hall. The station serves a community of 37,000. Participating students man the station and learn broadcast training and radio management.

2. Music: Classes and Concerts

In addition to the school-mounted concerts which are open to the pub-

lic, music programs also coordinate community groups with school facilities and instruction, bring outstanding artists to campus for instruction, and sponsor tours.

Schools with music programs for the community include:

Bancroft School
Berkshire School
Chestnut Hill Academy
Choate-Rosemary Hall
Colorado Academy
Glenelg Country School
Gould Academy
Harley School
National Presbyterian School
Phillips Exeter Academy
Pine Crest School
Santa Catalina School
Trinity-Pawling School
Waynflete School

a. *From Opera to Jazz*

Ravenscroft School sponsors a three-week workshop for students from public and private secondary schools and colleges in mid-North Carolina. Selected young singers study with an experienced faculty and participate in performances of selections and scenes from a broad repertoire of operas which are in costume and staged. Voice coaching, costuming, and staging are studied in the context of the special demands of the operatic world.

Ravenscroft also conducts a touring program for its jazz band and choir. The project has been directed particularly at area schools which have little or no musical arts programs. Performances are given at public and private schools as well as at local hospitals and other institutions.

b. *Student Opera*

Robert Louis Stevenson School, Santa Catalina School, and *York School* combined their efforts to sponsor the Western Opera Theater, a subsidiary of the San Francisco Opera, for a student performance as well as a full performance for the public of two major operas. Public schools were also invited to participate in the project.

c. *Entertaining the Institutionalized*

St. Andrew's School considers an important part of its performing arts programs to be out-of-school concerts and drama performances at institutions such as the Delaware Hospital for the Chronically Ill, a hospital for youth with bone defects, a school for the retarded, and homes for the aged. Frequent tours and presentations are made to these area institutions.

3. *Theatre and Dance*

Community talent often combines with school resources for play productions and dance recitals. Dance classes, part of the regular school curriculum, are also offered to community youth and adults after school. As with music, touring groups are common.

Schools providing community service programs in the performing arts include:

Adelphi Academy
Athens Academy
Bancroft School
Bloomfield Hills Academy
Hebron Academy
Kingswood-Oxford School
Wichita Collegiate School
Williston-Northampton School
Wyoming Seminary

a. Drama for Youth and Adults

Emma Willard School participates in a theatre group for which instruction is provided by the Rensselaer County Council for the Arts. Emma Willard students join adults in workshops which develop improvisations and theatre exercises. The performances are of original scripts for touring and street theatre. Students study acting, technical work, script writing, public relations, and arts management while they prepare their plays.

b. Self-Discovery through Drama

The Hammonasset School was the site for a pilot project funded by the Madison Board of Education to teach self-realization and confidence through creative dramatics for elementary school students. Hammonasset provided the instructor for the program. Two public elementary schools were also involved in the project.

4. Art: Looking and Doing

Independent schools can provide unique resources to the local community in the presentation of art programs -- both classes and exhibits. Schools reporting on art programs include:

Berwick Academy
Lawrence Academy
North Shore Country Day School

a. Museum Lecturers

Dalton School's trustees give a yearly grant to the Metropolitan Museum of Art to support the position of a "Dalton lecturer" on the staff of the museum's education division. A position of "Metropolitan lecturer" was likewise created at Dalton. The lecturers, liaisons between the two institutions, initiate and develop educational programs for the School which utilize the resources of the museum.

b. A Teaching Art Gallery

North Cross School maintains a teaching art gallery to which professional artists are invited to exhibit on a monthly basis. The artist visits the school to discuss his work. The gallery has also led to the creation of a traveling art exhibit which tours both public and private schools in Virginia.

c. An Autonomous Art Center

Wooster School houses the Wooster Community Art Center as a semi-autonomous division of the School. The Center operates its own budget and supports its own faculty, while the school maintains the facilities. In addition to art classes for Wooster School students, the Center runs a continuing education program for adults, a two-year certificate

program, an advanced placement high school program, and a children's program. The Center also works with local and regional social agencies to recruit disadvantaged, retarded, and handicapped students.

5. Lectures and Films

Lecture series and film retrospectives vary greatly in scope, length, and expense. Most, however, are united by theme or format, and are available to the public as well as to the regular student body. In some cases, the lectures and films are outgrowths of regular school courses; in others, they may be specially funded programs.

Schools reporting on programs in lectures and films include:

Brunswick School
Kinkaid School (in conjunction with Rice University)
Loomis-Chaffee School
Robert Louis Stevenson School
Sewickley Academy
Thacher School
University School of Milwaukee
University Military School
William Penn Charter School

a. A Bicentennial Forum

The Baylor School conducted a three-part community program on the Bill of Rights. Sponsored as well by the Adult Education Council, the Chattanooga Bar Association, the Public Library, the League of Women Voters, and the Bicentennial Commission of Hamilton County, the program consisted of a discussion, debate, and mock trial. Nationally known columnists led the debate, and a circuit court judge of appeals from the U.S. Sixth Circuit presided over the mock trial.

The Adult Education Council is planning similar history programs for the coming year.

b. Funded Guest Speakers

Westover School is seeking funding from a major foundation to provide fellowships at the secondary school to distinguished representatives from intellectual, political, and artistic disciplines. Coordination with neighboring communities and such cultural organizations as the Mattatuck Museum of Waterbury will be an essential component of the program.

6. Science Centers

St. Timothy's School runs the Irvine Natural Science Center to offer programs in environmental education and nature study. Bird identification, ecology, organic gardening, recycling, and pond life studies are included in this Center's activities. The Center serves as a working museum for the community.

The White Mountain School's Steele Environmental Resource Center is making available to its Northern New England community extensive learning opportunities in the natural sciences. Exhibits, circulating programs, and library resources are available in meteorology, the herbs of the area, topography, mineral resources, and botannical field trips.

VII

THE ROLE OF FINANCING

A. Federal Funds 48

B. The National Endowment for the Arts and Humanities; State Councils and Commissions for the Arts 49

C. State Agencies for Education 49

D. Grants from Major Private Foundations and/or Corporations 50

E. Resources from within the Local Community 50

THE ROLE OF FINANCING

The creation and implementation of innovative programs is greatly enhanced by financial support that does not require undue strain on a school's regular operating budget. Imaginative pursuit of different sources of funding must be given priority. Everyone knows where the money is (usually); the trick is to find effective ways to channel resources into your school's coffers.

A. Federal Funds

A major source of federal funding comes from the United States Office of Education. Under its Elementary and Secondary Act (ESEA), a variety of subsidies are available. Title I aids the disadvantaged; Title II encourages the development of instructional materials; III and IV support innovative programs; VII provides funding for programs in bilingual education; and IX supports sex equality in educational opportunities.

The government provides elaborate guidelines for applying for funding under any or several of these sections.

Other federal agencies can be approached for specific projects. Among these would be bureaus to control juvenile delinquency or to deal with urban crisis prevention, or to provide special services to youth with exceptional social, physical, or economic needs. One worthy of special mention is ESAA (Emergency School Aid Act), whose Title VI covers programs for desegregation.

Programs most frequently funded through federal resources include:

- educational enrichment programs for minority or economically disadvantaged youth (often through programs such as SPHERE or Upward Bound);
- diagnostic techniques and prescriptive treatment programs for exceptional children (both gifted and handicapped);
- special projects, such as energy or food conservation;
- community service projects (a counseling program for parents of students bussed for integration; nutrition program for senior citizens; formation of a community radio station; tutoring program at a juvenile detention home).

Schools which reported on those programs which have received partial or full federal/public funding include:

Belmont Hill School (Title VII; Educational Enrichment Program for inner city youth)
Bogge Academy (Title VII and the State of Georgia; nutrition program for senior citizens)
John Burroughs School (Department of Agriculture; Office of Manpower; enrichment for inner city youth)
Choate-Rosemary Hall (Title IV C; radio station)
Colorado Rocky Mountain School (Title IV; conservation and food production project)
Gilman School (Office of Education; Upward Bound)
Ketchum-Sun Valley Community School (Title III; art program for county youth)

Kingswood-Oxford School (Federal and State funding through SPHERE)
Northfield-Mount Hermon School (Office of Education; Upward Bound)
Roxbury Community School (ESAA; counseling program for potential dropouts from recently integrated city schools)
Rumsey Hall School (Title II; SPHERE)
St. Croix Country Day School (Title IV A plus private foundation; cooperative educational diagnostic resource center)
Scranton Preparatory School (Federal program for the prevention of juvenile delinquency; summer inner city tutorial program)

B. *The National Endowment for the Arts and Humanities; State Councils on the Arts*

Both national and state councils for the promotion of the arts are good resources for supporting special arts programs. Often local matching grants and in-kind contributions from the school itself are required for these grants.

Programs funded by such councils include:

- performing arts programs, especially touring groups (including theatre, concerts, and art exhibits);
- summer and after school arts programs (often for inner city or non-traditional clienteles);
- lecture series and symposia open to the community.

Schools reporting on projects funded in part by national or state councils on the arts and humanities include:

Baylor School
Bloomfield Hills Academy
Brookstone School
Charles River School
Gould Academy
Hebron Academy
North Cross School
Park School of Baltimore
Portsmouth Abbey School
Trinity-Pawling School
Wooster School

C. *State Agencies for Education*

Resources are available from the states through such bureaus as the Department of Youth Services, the Department of Education, Model Cities Administrations, and special legislation (such as Massachusetts' Chapter 766 for the education of exceptional children).

Programs funded through such state agencies include:

- cross-cultural exchanges between independent schools and local public high schools;
- after school day care programs;
- programs for students with learning disabilities or language difficulties;
- educational enrichment programs for inner city disadvantaged or minority youth.

Schools reporting on state-assisted programs include:

Greenhill School
Groton School
Loomis-Chaffee School
Phillips Academy
Royomore School
St. Anne's School

D. Grants from Private Foundations and/or Major Corporations

The diversity of programs which receive support from major private foundations and corporations is limited only by the resourcefulness of the school leaders and development directors of a given institution. Some of the larger schools (notably Phillips Academy) have established special offices for the generation of innovative programs, and assign to these offices direct responsibility for securing funding for new projects.

Among the programs which can be funded by private resources are:

- educational enrichment for minority and inner city youth;
- bilingual education
- complementary education (specifically, the program described in an earlier section entitled Nation-Network of Complementary Schools);
- arts programs (including visiting artists, lecturers, special forums);
- learning disabilities diagnostics and treatment;
- scholarships for non-traditional clienteles;
- pilot projects in education (open classrooms, special course development, new organizational structures for administration and staff).

Schools reporting success in obtaining foundation grants include:

Brooklyn Friends School
Brunswick School
Bush School
Commonwealth School
Durham Academy
Greenwich Academy
Harvard School
Horace Mann School
Montclair Kimberly Academy
New Canaan Country School
Nightingale-Bamford School
Phillips Academy
Pine Crest School
Ravenscroft School
Robert Louis Stevenson School
Roxbury Community School
Shady Hill School
Watkinson School
Westover School
William Penn Charter School

E. Resources from within the Local Community

If a school can provide an attractive resource for its local community -- be it in non-traditional educational programs, cultural affairs, or social service -- then it should be able to encourage community groups to become active partners in such projects.

Among the local sources of support reported on for this Survey are:

- Chamber of Commerce;
- local businesses;
- churches and religious societies;
- citizens groups;
- cultural organizations;

- local public school districts and city boards of education;
- individual donors.

And, there is always the financial aid received in the form of tuition, fees and/or admission charges which new clienteles can bring to the school in exchange for taking courses or attending special school events.

Schools reporting on locally subsidized programs include:

Emma Willard School (participates with a county arts council which provides supplementary instruction for a theatre group)
Fieldston School (a community school district helps fund an educational enrichment program for inner city youth)
Hammonasset School (the town's board of education funds a program in therapy through drama)
The Friends School of Baltimore (several groups subsidize a writing program for minority youth: Religious Society of Friends, local businesses and individual donors)
Kinkaid School (a math/science summer workshop for minority students generated $23,000 from 18 local technical companies, as well as funds from the local school district and a community foundation)
Santa Catalina School (an architectural history of the area was supported by the local chambers of commerce of the towns covered by the study)
Severn School (a marine biology research project received funds from a local conservation foundation and a coastal zone management group)
Wilmington Friends School (summer program for urban youth subsidized by the Wilmington Meeting of Friends, the Female Benevolent Society; a student fund-raising committee from the school; and nominal donations from the parents committee of the inner-city school involved in the program).

INDEX

INDEX

ACADEMY OF THE NEW CHURCH
1875 Huntington Pike
Bryn Athyn, PA 19009
Rev. Alfred Acton
p. 23

ACADEMY OF THE SACRED HEART
6250 Sheridan Road
Chicago, IL 60660
Sister Edith McShane
p. 30

ADELPHI ACADEMY
8515 Ridge Boulevard
Brooklyn, NY 11209
Arthur K. Tyner
p. 46

ALBUQUERQUE ACADEMY
6400 Wyoming Boulevard, NE
Albuquerque, NM 87109
Ashby T. Harper
p. 25

AMERICAN SCHOOL OF PARIS
41 rue Pasteur
92210 St. Cloud, France
Jean Hague
p. 15, 18, 21, 41

ANNIE WRIGHT SCHOOL
827 North Tacoma Avenue
Tacoma, WA 98403
Geraldine D. Cavanagh
p. 29, 32

ATHENIAN SCHOOL
2100 Mt. Diablo Scenic Boulevard
Danville, CA 94526
Dyke Brown
p. 6, 15, 24, 27, 29, 30

ATHENS ACADEMY
800 Spartan Lane
Athens, GA 30604
Ronald H. Griffeth
p. 46

AUGUSTA PREPARATORY SCHOOL
Box 4690, Martinez Branch
Augusta, GA 30907
Cabell C. Heyward
p. 24, 29, 39

BALDWIN SCHOOL OF NEW YORK CITY
160 West 74th Street
New York, NY 10023
Rollin P. Baldwin
p. 30

BANCROFT SCHOOL
110 Shore Drive
Worcester, MA 01605
Wyatt Garfield
p. 17, 18, 27, 33, 45, 46

BARNARD SCHOOL FOR GIRLS
554 Fort Washington Avenue
New York, NY 10033
Eunice S. Latham
p. 22, 32

BARSTOW SCHOOL
11511 State Line Road
Kansas City, MO 64114
James H. McK. Quinn
p. 20, 29

BAYLOR SCHOOL
P. O. Box 1337
Chattanooga, TN 37401
Herbert B. Barks
p. 24, 36, 47, 49

BEAVER COUNTRY DAY SCHOOL
791 Hammond Street
Chestnut Hill, MA 02167
Philip E. McCurdy
p. 9, 32

BELMONT HILL SCHOOL
350 Prospect Street
Belmont, MA 02178
David A. Aloian
p. 13, 48

BERKSHIRE SCHOOL
Sheffield, MA 01257
John P. Blessington
p. 45

BERRY ACADEMY
Mount Berry, GA 30149
Charles L. Johnston
p. 24

BERWICK ACADEMY
Academy Street
South Berwick, ME 03908
Andrew C. Holmes
p. 46

BIRCH WATHEN SCHOOL
9 East 71st Street
New York, NY 10021
Rodman G. Pellett
p. 3

THE BISHOP'S SCHOOLS
7607 La Jolla Boulevard
La Jolla, CA 92037
Dorothy Anne Williams
p. 39

BISHOP WHIPPLE SCHOOLS
P. O. Box 218
Faribault, MN 55021
Rev. E. John Dyer
p. 15

BLAKE SCHOOLS
Blake Road
Hopkins, MN 55343
David H. Hersey
p. 26, 27, 29

BLOOMFIELD HILLS ACADEMY
1050 East Square Lake Road
Bloomfield Hills, MI 48013
Roberta W. McCandless
p. 46, 49

BOGGS ACADEMY
Keysville, GA 30816
Calvin E. Thornton
p. 21, 42, 48

BREARLEY SCHOOL
610 East 83rd Street
New York, NY 10028
Evelyn J. Halpert
p. 16, 20, 27, 29, 42

BRECK SCHOOL
4200 West River Road
Minneapolis, MN 55406
John C. Littleford
p. 30

BROOKLYN FRIENDS SCHOOL
375 Pearl Street
Brooklyn, NY 11201
Stuart P. Smith
p. 22, 50

BROOKSTONE SCHOOL
440 Bradley Park Drive
Columbus, GA 31904
James P. McCallie
p. 16, 32, 35, 49

BROOKWOOD SCHOOL
Cardinal Ridge Road
Thomasville, GA 31792
Thomas F. Johnson
p. 23

BROWNELL-TALBOT SCHOOL
400 North Happy Hollow Blvd.
Omaha, NB 68132
Donald E. McLeod
p. 42

BRUNSWICK SCHOOL
100 Maher Avenue
Greenwich, CT 06830
Norman A. Pedersen, Jr.
p. 10, 47, 50

BRYN MAWR SCHOOL
109 West Melrose Avenue
Baltimore, MD 21210
Mrs. Blair D. Stambaugh
p. 16, 30

BUCKELY SCHOOL
113 East 73rd Street
New York, NY 10021
C. Brett Boocock, Jr.
p. 9, 29

BUFFALO SEMINARY
205 Bidwell Parkway
Buffalo, NY 14222
Robert A. Foster
p. 34

BUSH SCHOOL
405-36th Avenue, East
Seattle, WA 98112
Leslie I. Larsen, Jr.
p. 14, 17, 24, 50

CAMBRIDGE FRIENDS SCHOOL
5 Cadbury Road
Cambridge, MA 02140
William L. Barclay, III
p. 43

THE CAMBRIDGE SCHOOL OF WESTON
Georgian Road
Weston, MA 02193
Robert M. Sandoe
p. 6, 18

CANTERBURY SCHOOL
Box 509
New Milford, CT 06776
John J. Reydel
p. 13, 24, 43

CANTERBURY SCHOOL OF FLORIDA
140 Fourth Street, North
St. Petersburg, FL 33701
Rev. Louis H. Hayden, Jr.
p. 6

CARIBBEAN SCHOOL
Calle 9, La Rambla
Ponce, Puerto Rico 00731
Robert C. Mellow
p. 18, 27, 29

CATE SCHOOL
Box 68
Carpinteria, CA 93013
John P. McLeod II
p. 30, 42

CHAPIN SCHOOL
100 East End Avenue
New York, NY 10028
Mildred Berendsen
p. 20

CHARLES RIVER SCHOOL
56 Centre Street
Dover, MA 02030
Lewis E. Kimball, Jr.
p. 11, 44, 49

CHATHAM HALL
Chatham, VA 24531
Rev. Russell W. Ingersoll
p. 26, 30

CHESTNUT HILL ACADEMY
500 West Willow Grove Avenue
Philadelphia, PA 19118
Gerrit M. Keator
p. 39, 45

CHOATE ROSEMARY HALL
Wallingford, CT06492
Charles F. Dey
p. 2, 13, 21, 32, 44, 45, 48

CHOIR SCHOOL OF ST. THOMAS CHURCH
123 West 55th Street
New York, NY 10019
Gordon H. Clem
p. 36

CINCINNATI COUNTRY DAY SCHOOL
6905 Given Road
Cincinnati, OH 45243
Charles F. Yeiser
p. 41

COLORADO ACADEMY
P. O. Box 1177
Englewood, CO 80110
Frank H. Wallace
p. 25, 36, 37, 45

COLORADO ROCKY MOUNTAIN SCHOOL
Carbondale, CO 81623
Randolph R. Brown
p. 20, 24, 48

COLORADO SPRINGS SCHOOL
21 Broadmoor Avenue
Colorado Springs, CO 80906
Robert G. Macdonald
p. 6

COLUMBUS SCHOOL FOR GIRLS
56 South Columbia Avenue
Columbus, OH 43209
John V. Chapman
p. 4, 19, 26, 31, 42

COMMONWEALTH SCHOOL
151 Commonwealth Avenue
Boston, MA 02116
Charles E. Merrill, Jr.
p. 15, 39, 50

CRANBROOK SCHOOLS (KINGSWOOD)
520 Lone Pine Road
Bloomfield Hills, MI 48013
Arthur H. Kiendl
p. 1, 4, 12, 15, 41

CRYSTAL SPRINGS SCHOOL
400 Uplands Drive
Hillsborough, CA 94010
Richard K. Loveland
p. 19, 30, 42

CUSHING ACADEMY
School Street
Ashburnham, MA 01430
Joseph R. Curry
p. 19

DALTON SCHOOL
108 East 89th Street
New York, NY 10028
Gardner P. Dunnan
p. 30, 41, 46

DANA HALL SCHOOL
21 Dana Road
Wellesley, MA 02181
Patricia A. Wertheimer
p. 11, 16, 24, 27, 29, 30, 31, 32, 33

DARROW SCHOOL
Route 20
New Lebanon, NY 12125
David L. Miller
p. 16

DEERFIELD ACADEMY
Deerfield, MA 01342
David M. Pynchon
p. 15, 27, 33

DUNN SCHOOL
Los Olivos, CA 93441
Edward B. Simmons, Jr.
p. 17

DURHAM ACADEMY
3116 Academy Road
Durham, NC 27707
Robert D. Johnston
p. 17, 50

DWIGHT-ENGLEWOOD SCHOOL
315 East Palisade Avenue
Englewood, NJ 07631
Eugene M. Dea
p. 41

EAGLEBROOK SCHOOL
Deerfield, MA 01342
O. Stuart Chase
p..32, 41, 42

EMMA WILLARD SCHOOL
285 Pawling Avenue
Troy, NY 12180
Francis R. O'Connor
p. 4, 15, 41, 46, 51

ENSWORTH SCHOOL
Ensworth Avenue
Nashville, TN 37205
Ronald L. Fay
p. 32

EPISCOPAL DAY SCHOOL
Rte. 1, Old Humboldt Road
Jackson, TN 38301
William H. Old
p. 4

ETHICAL CULTURE SCHOOLS
Midtown Ethical Culture School
33 Central Park West
New York, NY 10023
Mrs. Aloise C. Heubach
p. 4, 31, 32

The Fieldston School
Fieldston Road
New York, NY 10471
Kenneth Barton
p. 13, 21, 51

Fieldston Lower School
Fieldston Road
New York, NY 10471
John Seeger
p. 29

FAY SCHOOL
48 Main Street
Southborough, MA 01772
A. Brooks Harlow, Jr.
p. 4, 15

FESSENDEN SCHOOL
215 Albemarle Road
West Newton, MA 02165
Robert P. T. Coffin, Jr.
p. 15

FORK UNION MILITARY ACADEMY
Fork Union, VA 23055
Col. Kenneth T. Whitescarver
p. 5

FOXCROFT SCHOOL
Middleburg, VA 22117
Edward C. McEachron
p. 4, 15, 25, 32

FRANCIS W. PARKER SCHOOL
330 Webster Avenue
Chicago, IL 60614
William D. Geer
p. 6

FRIENDS SCHOOL OF BALTIMORE
5114 North Charles Street
Baltimore, MD 21210
W. Byron Forbush II
p. 13, 17, 51

GARDEN SCHOOL
33-16 79th Street
Jackson Heights, NY 11372
Melvin E. Fischer
p. 27

GEORGETOWN PREPARATORY SCHOOL
10900 Rockville Pike
Rockville, MD 20852
Rev. Henry St. C. Lavin, SJ
p. 15, 19

GIBSON ISLAND COUNTRY SCHOOL
Box 92
Gibson Island, MD 21056
Sarah S. Henderson
p. 31

GILL/ST. BERNARD'S SCHOOL
Claremont Road
Bernardsville, NJ 07924
John H. Wright, Jr.
p. 6

GILMAN SCHOOL
5407 Roland Avenue
Baltimore, MD 21210
Redmond C. S. Finney
p. 13, 27, 29, 48

GLENELG COUNTRY SCHOOL
Folly Quarter Road
Glenelg, MD 21737
Frederic W. T. Rhinelander
p. 45

GLEN OAK SCHOOL
35001 Cedar Road
Gates Mills, OH 44040
Rev. Canon Lloyd R. Gesner
p. 19

GOOD HOPE SCHOOL
Estate Good Hope
Fredericksted, St. Croix
USVI 00840
Barry P. Bunting
p. 10, 17

GOULD ACADEMY
Church Street
Bethel, ME 04217
Richard J. Dolven
p. 15, 29, 45, 49

GOVERNOR DUMMER ACADEMY
One Elm Street
Byfield, MA 01922
John W. Ragle
p. 42

GRALAND COUNTRY DAY SCHOOL
30 Birch Street
Denver, CO 80220
Michael W. Teitelman
p. 32

GREENHILL SCHOOL
Box 734
Dallas, TX 75240
Phillip G. Foote
p. 4, 14, 17, 23, 24, 30, 31, 32, 34, 41, 42, 50

GREENSBOPO SCHOOL
P. O. 9361
Greensboro, NC 27409
John E. Wenrick
p. 36

GREENWICH ACADEMY
200 North Maple Avenue
Greenwich, CT 06830
Alexander A. Uhle
p. 13, 41, 50

GROTON SCHOOL
Farmers Row
Groton, MA 01450
Rev. Rowland J. Cox
p. 5, 26, 29, 50

THE GUNNERY
Washington, CT 06793
C. Burgess Ayres
p. 8

GUNSTON SCHOOL
Box 317
Centreville, MD 21617
Paul M. Long
p. 39, 41

HALL SCHOOL
492 Holmes Road
Pittsfield, MA 01201
Donald T. Oakes
p. 40, 41

HAMMONASSET SCHOOL
Madison, CT 06443
Gordon T. Schofield
p. 32, 41, 46, 51

HARBOR DAY SCHOOL
3443 Pacific View Drive
Corona del Mar, CA 92625
John F. Marder, Jr.
p. 29

HARLEY SCHOOL
1981 Clover Street
Rochester, NY 14618
Stephen Hinrichs
p. 19, 37, 39, 45

HARVARD SCHOOL
3700 Coldwater Canyon Road
North Holywood, CA 91604
Christopher Berrisford
p. 21, 32, 42, 50

HATHAWAY BROWN SCHOOL
19600 North Park Boulevard
Cleveland, OH 44122
Bancroft F. Greene
p. 20

HEAD-ROYCE SCHOOLS
4315 Lincoln Avenue
Oakland, CA 94602
Richard W. Schroeder
p. 30

HEBRON ACADEMY
Hebron, ME 04238
David Rice
p. 4, 26, 39, 46, 49

HILL SCHOOL
Pottstown, PA 19464
Charles C. Watson
p. 15, 41

HOLLAND HALL SCHOOL
5666 East 81st Street
Tulsa, OK 74136
John A. Bird
p. 27, 37, 41

HOLY INNOCENTS' EPISCOPAL SCHOOL
805 Mt. Vernon Highway, NW
Atlanta, GA 30327
Delbert R. Coggins
p. 38

HORACE MANN SCHOOL
231 West 246th Street
Bronx, NY 10471
R. Inslee Clark, Jr.
p. 13, 50

HYDE SCHOOL
616 High Street
Bath, ME 04530
Edward P. Legg
p. 41

INDIAN MOUNTAIN SCHOOL
Lakeville, CT 06039
Richard W. Rouse
p. 4

INTERNATIONAL SCHOOL OF MANILA
APO San Francisco, CA 96528
Richard Weathermon
p. 11, 33, 36

JOHN BURROUGHS SCHOOL
755 South Price Road
St. Louis, MO 63124
Edward W. Cissel
p. 13, 48

JUDSON SCHOOL
Box 1569
Scottsdale, AZ 85252
Hugh M. Slattery
p. 15

KATHERINE DELMAR BURKE SCHOOL
195-32nd Avenue
San Francisco, CA 94121
David Fleishhacker
p. 3, 30

KENT SCHOOL
Box 28
Kent, CT 06757
Sidney N. Towle
p. 15

KETCHUM-SUN VALLEY COMMUNITY SCHOOL
Box 1141
Ketchum ID 83340
Samuel Hazard
p. 44, 48

KINGSBURY SCHOOL
5000 Hosner Road
Oxford, MI 48051
Richard C. Halsey
p. 24

KINGSWOOD-OXFORD SCHOOL
170 Kingswood Road
West Hartford, CT 06119
Robert A. Lazear
p. 11, 12, 13, 27, 29, 46, 49

KINKAID SCHOOL
201 Kinkaid School Drive
Houston, TX 77024
John H. Cooper
p. 7, 13, 29, 32, 47, 51

LAKE FOREST COUNTRY DAY SCHOOL
145 South Green Bay Road
Lake Forest, IL 60045
Malcolm Coates
p. 17, 24

LAKESIDE SCHOOL
14050 First Avenue, NE
Seattle, WA 98125
A. D. Ayrault, Jr.
p. 24, 30

LANDON SCHOOL
6101 Wilson Lane
Bethesda, MD 20034
Hugh C. Riddleberger
p. 19

LAUREL SCHOOL
One Lyman Circle
Shaker Heights, OH 44122
Daniel O. S. Jennings
p. 20

LAWRENCE ACADEMY
Powderhouse Road
Groton, MA 01450
Benjamin D. Williams III
p. 2, 4, 8, 20, 30, 35, 39, 46

LEXINGTON CHRISTIAN ACADEMY
48 Bartlett Avenue
Lexington, MA 02173
Arthur W. Hill
p. 24, 38

LINDEN HALL SCHOOL FOR GIRLS
East Main Street
Lititz, PA 17543
John H. Esperian
p. 15, 40

LOOMIS-CHAFFEE SCHOOL
Batchelder Road
Windsor, CT 06095
John S. Rattè
p. 12, 24, 25, 32, 47, 50

LOUISE S. McGEHEE SCHOOL
2343 Prytania Street
New Orleans, LA 70130
Maria L. Fernandez
p. 3, 27, 44

LOVETT SCHOOL
4075 Paces Ferry Road, NW
Atlanta, GA 30327
Allan E. Strand
p. 19, 21

LOW-HEYWOOD THOMAS SCHOOL
1570 Newfield Avenue
Stamford, CT 06905
Elizabeth R. Cesare
p. 19, 27, 41

McCALLIE SCHOOL
Kyle Street
Chattanooga, TN 37404
Spencer J. McCallie III
p. 42

MacDUFFIE SCHOOL FOR GIRLS
Ames Hill Drive
Springfield, MA 01105
William Lauber II
p. 15

MARIAN HEIGHTS ACADEMY
Ferdinand, IN 47532
Sister Mary Dominic Frederick OSB
p. 9

MARINE MILITARY ACADEMY
320 Iwo Jima Boulevard
Harlingen, TX 78550
George S. Bowman, Jr.
p. 15, 22

MARLBOROUGH SCHOOL
250 South Rossmore Avenue
Los Angeles, CA 90004
Robert A. Chumbook
p. 27

MARVELWOOD SCHOOL
Jewell Street
Cornwall, CT 06753
Robert A. Bodkin
p. 41

MARY INSTITUTE
101 North Warson Road
St. Louis, MO 63124
Edes P. Wilson
p. 13, 27, 43

MAUMEE VALLEY COUNTRY DAY SCHOOL
1715 South Reynolds Road
Toledo, OH 43614
Jerry C. Millhon
p. 17, 24, 44

MEADOWBROOK SCHOOL OF WESTON
Farm Road
Weston, MA 02193
Theodore G. Rand
p. 17, 23, 24

METAIRIE PARK COUNTRY DAY SCHOOL
300 Park Road
Metairie, LA 70005
Charles McK. Saltzman
p. 31, 35

MIAMI VALLEY SCHOOL
5151 Denise Drive
Dayton, OH 45429
Robert E. Fatherley, Jr.
p. 7

MILTON ACADEMY
170 Centre Street
Milton, MA 02186
Jerome A. Pieh
p. 13, 29, 34

MONTCLAIR KIMBERLEY ACADEMY
201 Valley Road
Montclair, NJ 07042
Richard W. Day
p. 40, 50

MORAVIAN ACADEMY
4313 Green Pond Road
Bethlehem, PA 18017
David J. Devey
p. 41

NATIONAL PRESBYTERIAN DAY SCHOOL
4121 Nebraska Avenue, NW
Washington, DC 20016
Jane B. Harter
p. 45

NEW CANAAN COUNTRY SCHOOL
Box 997
New Canaan, CT 06840
George E. Stevens
p. 12, 50

NEWMAN PREPARATORY SCHOOL
245 Marlborough Street
Boston, MA 02116
Gioacchino T. Barresi
p. 15, 19

NEW YORK MILITARY ACADEMY
Academy Avenue
Cornwall-on-Hudson, NY 12520
B/Gen. Francis J. Roberts
p. 15, 29

NICHOLS SCHOOL
1250 Amherst Street
Buffalo, NY 14216
Christopher Wadsworth
p. 32

NIGHTINGALE-BAMFORD SCHOOL
20 East 92nd Street
New York, NY 10028
Joan McMenamin
p. 16, 50

NOBLE & GREENOUGH SCHOOL
507 Bridge Street
Dedham, MA 02026
Rev. Edward S. Gleason
p. 19, 27

NORTH CROSS SCHOOL
4254 Colonial Avenue, SW
Roanoke, VA 24018
John H. Tucker, Jr.
p. 46, 49

NORTHFIELD MOUNT HERMON SCHOOLS
East Northfield, MA 01360
Howard L. Jones
p. 12, 15, 49

NORTH SHORE COUNTRY DAY SCHOOL
310 Green Bay Road
Winnetka, IL 60093
Douglas C. Macdonald
p. 46

OAKWOOD SCHOOL
Kingwood Park
Poughkeepsie, NY 12601
David L. Bourns, Dire
p. 11, 34

OREGON EPISCOPAL SCHOOL
6300 SW Nicol Road
Portland, OR 97223
Rev. Peter H. Sipple
p. 15, 19

ORME SCHOOL
Mayer, AZ 96333
Charles H. Orme, Jr.
p. 8, 25, 26, 40

PALM BEACH ACADEMY
690 North Country Road
Palm Beach, FL 33480
John H. Colbaugh
p. 30

PARK SCHOOL
171 Goddard Avenue
Brookline, MA 02146
Robert S. Hurlbut, Jr.
p. 13, 19, 20, 27, 40

PARK SCHOOL OF BALTIMORE
Old Court Road
Brooklandville, MD 21022
F. Parvin Sharpless
p. 44, 49

PEDDIE SCHOOL
South Main Street
Highstown, NJ 08520
Albert L. Kerr
p. 41

PENN CENTER ACADEMY
1421 Arch Street
Philadelphia, PA 19102
John E. Ditchey
p. 22

PENNINGTON SCHOOL
112 West Delaware Avenue
Pennington, NJ 08534
Nelson M. Hoffman, Jr.
p. 23

PERKIOMEN SCHOOL
One Seminary Street
Pennsburg, PA 18073
John B. Hewett
p. 14, 40

PHILLIPS ACADEMY
Andover, MA 01810
Theodore R. Sizer
p. 1, 5, 14, 20, 21, 26, 28, 36, 50

PHILLIPS EXETER ACADEMY
Exeter, NH 03833
Stephen G. Kurtz
p. 28, 40, 45

PHOENIX COUNTRY DAY SCHOOL
P. O. Box 15087
Phoenix, AZ 85060
Joel Monell
p. 4

PINE CREST PREPARATORY SCHOOL
1501 NE 62nd Street
Fort Lauderdale, FL 33334
William J. McMillan
p. 15, 17, 19, 26, 29, 41, 45, 50

PINE POINT SCHOOL
Barnes Road
Stonington, CT 06378
Norman S. Jason
p. 37

POLYTECHNIC PREPARATORY COUNTRY DAY SCHOOL
92nd Street and Seventh Avenue
Brooklyn, NY 11228
William M. Williams
p. 19, 30

POLYTECHNIC SCHOOL
1030 East California Boulevard
Pasadena, CA 91106
John R. Bergen
p. 30

PORTSMOUTH ABBEY SCHOOL
Cory's Lane
Portsmouth, RI 02871
Rev. Dom Gregory Floyd, OSB
p. 9, 15, 31, 49

POUGHKEEPSIE DAY SCHOOL
39 New Hackensack Road
Poughkeepsie, NY 12603
John P. Zilliax
p. 2, 6, 29

THE PRINCIPIA
13201 Clayton Road
St. Louis, MO 63131
Arthur F. Schulz, Jr.
p. 19

PROCTOR ACADEMY
Andover, NH 03216
David Fowler
p. 17, 25, 26, 29, 30, 32, 43

PROFESSIONAL CHILDREN'S SCHOOL
132 West 60th Street
New York, NY 10023
Charlotte W. Mundy
p. 15

PUNAHOU SCHOOL
1601 Punahou Street
Honolulu, HI 96822
p. 19, 25, 30, 37

PURNELL SCHOOL
Pottersville, NJ 07979
James H. Carney
p. 7, 41

PUTNEY SCHOOL
Elm Lea Farm
Putney, VT 05346
Thomas A. Jones, Jr.
p. 4, 41

RANDOLPH SCHOOL
1005 Drake Avenue, SE
Huntsville, AL 35802
p. 4

RAVENSCROFT SCHOOL
P. O. Box 19027
Raleigh, NC 27609
Verne A. Hawes
p. 16, 31, 32, 35, 45, 50

RIVERS COUNTRY DAY SCHOOL
333 Winter Street
Weston, MA 02193
David M. Berwind
p. 20, 36

RIVERSIDE PRESBYTERIAN DAY SCHOOL
830 Oak Street
Jacksonville, FL 32204
William R. Johnson
p. 23, 40

ROBERT LOUIS STEVENSON SCHOOL
Box 657
Pebble Beach, CA 93953
Gordon D. Davis
p. 45, 47, 50

ROCKLAND COUNTRY DAY SCHOOL
Kings Highway
Congers, NY 10920
Robert S. Eccles
p. 41

ROCKY HILL SCHOOL
Ives Road
East Greenwich, RI 02818
Alan F. Flynn, Jr.
p. 19

ROEPER CITY AND COUNTRY SCHOOL
2190 North Woodward Avenue
Bloomfield Hills, MI 48013
George A. Roeper
p. 22

ROLAND PARK COUNTRY SCHOOL
817 West University Parkway
Baltimore, MD 21210
Gordon K. Lenci
p. 19

ROXBURY COMMUNITY SCHOOL
One Leyland Street
Dorchester, MA 02125
Jeffrey Korostoff
p. 14, 49, 50

ROYCEMORE SCHOOL
640 Lincoln Street
Evanston, IL 60201
Joseph A. Becker
p. 4, 19, 43, 50

RUMSEY HALL SCHOOL
Romford Road
Washington, CT 06793
Louis G. Magnoli
p. 12, 15, 19, 49

ST. AGNES ACADEMY
4830 Walnut Grove Road
Memphis, TN 38117
Virginia Pretti
p. 13, 41

ST. ALBANS SCHOOL
Mount St. Alban
Washington, DC 20016
Rev. Canon Charles Martin
p. 32, 41

ST. ANDREW'S SCHOOL
Middletown, DE 19709
James O. Brown
p. 4, 7, 13, 23, 25, 41

ST. ANNE'S-BELFIELD
2132 Ivy Road
Charlottesville, VA 22901
A. Hamilton Bishop III
p. 7

St. Anne's School
18 Claremont Avenue
Arlington Heights, MA 02174
Sister Mary Luke, OSA
p. 10, 17, 32, 50

ST. CROIX COUNTRY DAY SCHOOL
Estate Concordia 00864
Christiansted, St. Croix
USVI 00820
William G. deColigny
p. 6, 17, 27, 49

ST. JOHN'S MILITARY ACADEMY
Delafield, WI 53018
Hugh C. Porter
p. 15, 23

ST. JOHN'S PREPARATORY SCHOOL
Collegeville, MN 53621
Rev. Alan J. Steichen, OSB
p. 25

ST. JOSEPH'S PREPARATORY SCHOOL
1733 Girard Avenue
Philadelphia, PA 19130
Rev. Thomas E. Roach, SJ
p. 30, 41

ST. LOUIS COUNTRY DAY SCHOOL
425 North Warson Road
St. Louis, MO 63124
Chard P. Smith, Jr.
p. 13

ST. MARK'S SCHOOL OF TEXAS
10600 Preston Road
Dallas, TX 75230
John T. Whatley
p. 24, 30, 42

ST. MARY'S HALL/DOANE ACADEMY
Riverbank
Burlington, NJ 08016
Rev. Canon William P. Scheel
p. 32, 33

ST. PAUL'S SCHOOL
Concord, NH 03301
William A. Oates
p. 11, 24, 25, 26, 29, 31, 32

ST. SCHOLASTICA
615 Pike
Canon City, CO 81212
Sister Karen Bland
p. 6

ST. THOMAS ACADEMY
949 Mendota Heights Road
St. Paul, MN 55120
James P. Clark
p. 4

ST. TIMOTHY'S SCHOOL
Stevenson, MD 21153
Jean E. Miller
p. 47

ST. XAVIER SCHOOL
60 Broad Street
Providence, RI 02903
Sister Marie Andre, RSM
p. 6

SALEM ACADEMY
500 Salem Avenue
Winston-Salem, NC 27108
Bertrand R. Hudnall II
p. 19

SAN DOMENICO SCHOOL FOR GIRLS
1500 Butterfield Road
San Anselmo, CA 94960
Sister Karen Marie Franks, OP
p. 15

SANTA CATALINA SCHOOL
Mark Thomas Drive
Monterey, CA 93940
Sister M. Carlotta, OP
p. 7, 45, 51

SCRANTON PREPARATORY SCHOOL
1000 Wyoming Avenue
Scranton, PA 18509
Rev. T. Donald Rinfret, SJ
p. 13, 49

SEVEN HILLS SCHOOL
5400 Red Bank Road
Cincinnati, OH 45227
Richard P. Hall
p. 10

SEVERN SCHOOL
Water Street
Severna Park, MD 21146
James W. Donnelly
p. 8, 24, 30, 38, 40, 51

SEWICKLEY ACADEMY
Academy Avenue
Sewickley, PA 15143
Clifford Nichols, Jr.
p. 47

SHADY HILL SCHOOL
176 Coolidge Hill
Cambridge, MA 02138
Joseph C. Segar
p. 13, 14, 30, 44, 50

SIDWELL FRIENDS SCHOOL
3825 Wisconsin Avenue, NW
Washington, DC 20016
Robert L. Smith
p. 38

STONELEIGH-BURNHAM SCHOOL
Bernardston Road
Greenfield, MA 01301
Edward M. Stevenson
p. 42

STORM KING SCHOOL
Mountain Road
Cornwall-on-Hudson, NY 12520
Thad Horton
p. 4

STUART HALL SCHOOL
Drawer 210
Staunton, VA 24401
Nathaniel Goddard
p. 23, 24, 38, 41

TATNALL SCHOOL
1501 Barley Mill Road
Wilmington, DE 19807
W. Rodman Snelling
p. 6

THACHER SCHOOL
5025 Thacher Road
Ojai, CA 93023
Willard G. Hyman
p. 22, 29, 47

TOWER SCHOOL
61 West Shore Drive
Marblehead, MA 01945
Gerard P. McGrath
p. 29

TRINITY-PAWLING SCHOOL
Route 22
Pawling, NY 12564
Phillips Smith
p. 18, 43, 45, 49

UNIVERSITY MILITARY SCHOOL
65 North Mobile Street
Mobile, AL 36607
Col. P. E. Hanks
p. 47

UNIVERSITY SCHOOL
20701 Brantley Road
Shaker Heights, OH 44122
Rowland P. McKinley, Jr.
p. 20, 21

UNIVERSITY SCHOOL OF MILWAUKEE
6401 North Santa Monica Boulevard
Milwaukee, WI 53217
F. Gardiner F. Bridge
p. 24, 47

UPLAND COUNTRY DAY SCHOOL
R.D. No. 1
Kennett Square, PA 19348
John M. Cleveland
p. 17, 40

URBAN SCHOOL
2938 Washington Street
San Francisco, CA 94115
Robert D. Wilder
p. 6

VERDE VALLEY SCHOOL
Sedona, AZ 86336
Gerry A. Cunningham
p. 8

WALDORF SCHOOL OF ADELPHI UNIVERSITY
Cambridge Avenue
Garden City, NY 11530
David Alan Barten
p. 6

WALLACE O'NEAL SCHOOL
Box 25
Southern Pines, NC 28387
p. 40

WATKINSON SCHOOL
180 Bloomfield Avenue
Hartford, CT 06105
Charles E. Todd
p. 19, 50

WAYLAND ACADEMY
North University Avenue
Beaver Dam, WI 53916
James R. Burnham
p. 4, 15

WAYNFLETE SCHOOL
360 Spring Street
Portland, ME 04102
William M. Bennett
p. 4, 9, 19, 24, 41, 44, 45

WEBB SCHOOL OF CALIFORNIA
1175 West Base Line Road
Claremont, CA 91711
Stephen R. Longley
p. 7, 13

WESTLAKE SCHOOL
700 North Faring Road
Los Angeles, CA 90024
Nathan O. Reynolds
p. 21

WESTLEDGE SCHOOL
W. Simsbury, CT 06092
p. 4, 25, 27, 32, 40

WESTOVER SCHOOL
Middlebury, CT 06762
Joseph L. Molder
p. 47, 50

WESTRIDGE SCHOOL
324 Madeline Drive
Pasadena, CA 91105
Katherine B. Trower
p. 21

WHITE MOUNTAIN SCHOOL
West Farm Road
Littleton, NH 03561
William F. Patterson
p. 9, 47

WICHITA COLLEGIATE SCHOOL
9115 East 13th Street
Wichita, KS 67206
Randall O. Storms
p. 46

WILLIAM PENN CHARTER SCHOOL
3000 West School House Lane
Philadelphia, PA 19144
Earl J. Ball III
p. 13, 29, 30, 47, 50

WILLISTON-NORTHAMPTON SCHOOL
Payson Avenue
Easthampton, MA 01027
Robert A. Ward
p. 4, 13, 25, 26, 28, 40, 46

WILMINGTON FRIENDS SCHOOL
101 School Road, Alapocas
Wilmington, DE 19803
William J. Goulding
p. 13, 51

WINDWARD SCHOOL
Windward Avenue
White Plains, NY 10605
Elmer R. Kane
p. 17

WINSOR SCHOOL
Pilgrim Road
Boston, MA 02215
Virginia Wing
p. 13

WOODBERRY FOREST SCHOOL
Woodberry Forest, VA 22989
Emmett W. Wright, Jr.
p. 21, 29, 42

WOOSTER SCHOOL
P. O. Box 1130
Danbury, CT 06810
Rev. C. Richard Cadigan
p. 46, 49

WORCESTER ACADEMY
81 Providence Street
Worcester, MA 01604
John A. Bloom
p. 15, 19

WYOMING SEMINARY
North Sprague Avenue
Kingston, PA 18704
p. 27

YORK SCHOOL
9501 Salinas Highway
Monterey, CA 93940
Henry Littlefield
p. 45